DOCUMENT RESUME

ED 153 926 SO 010 870

AUTHOR Smith, Gary R.
TITLE Teaching about U.S. History: A Comparative Approach, 33 Activities. History Series, Volume 2.
INSTITUTION Denver Univ., Colo. Center for Teaching International Relations.
PUB DATE 78
NOTE 165p.; Pages 144-152 are copyrighted and have been removed by ERIC. They are not included in the pagination
AVAILABLE FROM Materials Distribution, Center for Teaching International Relations, University of Denver (Colorado Seminary), Denver, Colorado 80208 ($6.00 plus $0.75 handling, paper cover)

EDRS PRICE MF-$0.83 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS American History; Basic Skills; Citizenship; Community Resources; Comparative Analysis; Current Events; Curriculum; Decision Making Skills; Discovery Learning; Educational Games; Educational Objectives; Elementary Secondary Education; Ethnic Groups; Futures (of Society); *History Instruction; Immigrants; Imperialism; Instructional Materials; Interpretive Skills; Junior High School Students; *Learning Activities; Life Style; Map Skills; Minority Groups; Moral Issues; Moral Values; Multicultural Textbooks; Nationalism; Personal Interests; Personal Values; Political Issues; Puritans; Social Studies Units; Teaching Techniques; *United States History; War

ABSTRACT

This book contains 33 supplementary activities on U.S. history. Although the activities were written for junior and senior high school students, most activities are adaptable for use with elementary school students also. The activities attempt to develop skills in three areas: (1) discovery skills (collecting, analyzing, and evaluating data; hypothesizing; and decision making); (2) values and value analysis (assessing, examining, verbalizing, and acting on values); and (3) knowledge about U.S. history. Section I contains lessons designed to interest students by linking their personal and family histories to U.S. history in general. Section II covers topics such a puritanism, nationalism, immigration, imperialism, and the American Revolution. Section III develops basic social studies skills as interpretation of data, citizenship, and map use. Section IV presents the United States as a multicultural society; students look at different life styles, ethnic groups, and minority groups in the United States. The last section links U.S. and world history with current issues. Issues examined include religion, conflict and power, war and the future of America among nations of the world. Teaching strategies include discovery learning, discussion, data collection, interviews, use of community resources, decision-making games, pictorial-data analysis, role play, and surveys of attitudes about the United States in the community. Teacher instructions and student handouts are included. (Author/JK)

ED153926

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
CIIR
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

History Series, Volume 2
Nancy Dille, Editor

TEACHING ABOUT U.S. HISTORY:

A COMPARATIVE APPROACH

33 Activities

by

Gary R. Smith

This volume contains all teacher instructions and most student materials necessary for classroom use. Some of the activities require the collection of data from outside the classroom.

Copyright 1978, Center for Teaching International Relations, University of Denver. This experimental volume is being sold at cost for purposes of evaluation.

All Rights Reserved
Printed in the United States

Sponsored By
Graduate School of International Studies University of Denver Colorado Sem inary
School of Education, University of Denver Center for Global Perspectives, New York

Center for Teaching International Relations
University of Denver (Colorado Seminary)
Denver, Colorado 80208

1978

SP 010 870

ACKNOWLEDGEMENTS

Thanks to Nancy Dille, CTIR editor, for her careful editing of this volume. The following people whose ideas, input, and discussion became an integral part of this work deserve special credit: John Benegar, Cherry Creek Middle Unit, Cherry Creek Public Schools, Englewood, Colorado; H. Thomas Collins, American Field Service, New York, N.Y.; Patricia Heist, Aurora Public Schools, Aurora, Colorado; George G. Otero and Andrew F. Smith, Center for Teaching International Relations, University of Denver.

Despite the above acknowledgements, I alone am responsible for the materials presented here and for whatever shortcomings this volume may have.

Gary R. Smith, Teacher Associate
Center for Teaching International
Relations

TABLE OF CONTENTS

INTRODUCTION TO TEACHERS.....1
Organization of Book.....2
Objectives.....3
Teaching Strategies.....4
When and Where to Use the Activities.....5
Evaluation.....5

SECTION ONE: INTRODUCTORY ACTIVITIES FOR PERSONALIZING U.S. HISTORY.....6
Dates, Places, and Names: A Perspective.....7
My Story.....11
In Your Life and Times.....22
U.S. Time Capsule.....26

SECTION TWO: SUPPLEMENTARY ACTIVITIES FOR MAJOR TOPICS IN U.S. HISTORY.....30
Puritan Town Meeting.....31
The Declaration of Independence--Commie Junk?.....38
A Comparative Approach to Studying the American Revoluaion.....46
Views of the American Revolution.....52
Who Was It?.....61
A Bill of Rights.....64
What's the Source?.....67
The U.S. and Other Countries--Developed and Underdeveloped.....71
Chinese Immigration.....75
New Frontiers.....78

SECTION THREE: SOME SAMPLE ACTIVITIES FOR DEVELOPING AND USING BASIC SOCIAL STUDIES SKILLS.....81
Interesting Immigration Statistics.....82
Magazines and Newspapers--Keys to Comparing Past & Present.....87
U.S. Place Names.....92
Word Map Association Test.....96
Mixed Bag of Map Activities.....100
Reading Pictures.....109
China and the United States: Making Comparisons with Postcards.....112
Laughable Laws from the Books.....116
Match the Slogan.....119
What Can I Do?.....123

SECTION FOUR: MULTICULTURAL AMERICA.....129
Survey of U.S. Life Styles.....130
Comparing Groups in the United States.....137
Telephone Books: Directories for U.S. Ethnic Groups.....140
You've Come a Long Way, Baby!.....142

SECTION FIVE: THE WORLD--FORMATS FOR CURRENT ISSUES IN U.S. HISTORY 153
Some Statements about the U.S.--OK or Not OK? 154
The United States--How Powerful Is It? 156
Good News or Bad News? 159
What Would Provoke You to Violence? 162
Gentlemen of the Jungle 165

EVALUATION SHEET 170

INTRODUCTION TO TEACHERS

This book is a collection of 33 supplementary activities designed to enliven existing U.S. history courses and units. The activities are written for junior and senior high school students. However, most of them can be adapted for use with upper elementary and middle school students. This volume is not intended to be a textbook or a unit on U.S. history; rather, teachers can choose appropriate activities from it to supplement textbook and other materials they are currently using in their classrooms.

This volume adds a comparative dimension to the teaching of U.S. history. While not every activity explicitly translates the content of national history into a comparative framework, comparing is a pervasive theme as a cognitive process in these materials.

Simply, the comparative method involves students in examining similarities and differences across time and space using selected topics in U.S. history. For example, activity 7, "A Comparative Approach to Studying the American Revolution," asks students to read brief accounts of the American Revolution. Then, students analyze major similarities and differences among the four revolutions regarding cause, changes brought about by revolution, and the results of revolution. This transactional study of the American revolution places the event in a different context than is usually found in most textbooks. Students learn that what American colonists faced was not entirely unique. Most importantly, students can begin to see how the "American experience" fits into a human phenomenon which is experienced in many nations--revolution.

Other activities ask students to make comparisons within the United States across time (in contrast to spatial comparison like the one cited above). For example, Activity 16, "Magazines and Newspapers--Keys to Comparing Past and Present," focuses on similarities and differences in life styles among three decades: the 1940s, 1950s, and 1970s.

Organization of Book

Within the 33 activities are a wealth of suggestions and strategies on teaching U.S. history. Teachers should feel free to select the activities which would best complement their objectives and materials. Also, they should alter activities in any way and change the content to fit their instructional needs.

All necessary teacher instructions and student handouts are included. Master sheets for the handouts are found immediately following each appropriate activity. You need not purchase separate booklets.

"Section One, Introductory Activities for Personalizing U.S. History" contains a series of lessons designed to interest students by linking their personal and family histories to U.S. history in general. Activities are included to start students thinking about their own relationships to history.

"Section Two, Supplementary Activities for Major Topics in U.S. History" adds a comparative dimension to specific topics. Topics covered in this section are puritanism, Declaration of Independence, American Revolution, Bill of Rights, Hiroshima, nationalism and nation building, immigration, and U.S. expansion into new frontiers.

"Section Three, Some Sample Activities for Developing and Using Basic Social Studies Skills" develops a set of skills which articulate

with the traditional "three Rs" and provide tools for studying history and other social studies courses. The activities in this section focus on those skills frequently needed in social studies and history: interpreting statistics, interpreting primary data sources, media analysis, citizenship, and a special emphasis on map use and interpretation.

"Section Four, Multicultural America" presents the United States as a multicultural society with a multi-ethnic heritage. Students look at different life styles, ethnic groups, political and social groups, and social movements (particularly, the Women's Movement) in the United States. The activities in this section allow going beyond the point of simply looking at the "Old Immigration" and the "New Immigration" highlighted in most history texts.

"Section Five, Formats for Current Issues in U.S. History" provides students with activities that link U.S. history and world history with present issues. Issues examined include religion, ethnicity, conflict and power, war and the threat of future war, and America's place among the nations of the world.

Objectives

The activities in this book attempt to develop skills in three areas: discovery skills, values and value analysis, and recognition and knowledge about the United States in a comparative context.

Discovery Skills. No single activity deals with all of these skills. However, many of the lessons include emphasis on one or more

of them. Skills emphasized in the activities are the following:

1. Collection of data, information, and artifacts.

2. Reduction of data.
   a. Analysis
   b. Interpretation
   c. Synthesis
   d. Application
   e. Evaluation
   f. Generalization

3. Hypothesis formation.

4. Decision making.

Values and Value Analysis. Objectives are as follows.

1. Assessing the role of life style, culture, and perception in forming judgments about one's community, nation, and the world.

2. Valuing human diversity, especially cultural and life style diversity.

3. Verbalizing value positions when appropriate.

4. Examining images and values, based on new evidence.

5. Acting on values in light of new consciousness about the United States as a result of comparatively examining its past.

Knowledge and Recognition. These objectives include:

1. Students will be exposed to a variety of data about the United States--its present issues and its history.

2. Students will recognize various forms of data and their use in historical writing and analysis.

Teaching Strategies

The activities in this book depart from the standard expository didactic approaches found in most curriculum materials. Whenever possible, students are presented with opportunities to discover their own biases, histories, and roles in their nation and world. Moreover, the variety of strategies employed departs from the "read and recite" format of many U.S. history materials.

Some of these activities employ discussion as their primary teaching strategy, especially those in Section Five. However, instead of simply giving students a topic or issue to discuss, these activities provide a lesson or starter exercise to spur student interest in the topic or issue. Discussion can then proceed with more enthusiasm. Other teaching strategies include date collection, interviews, use of community resources, decision-making games, pictorial data analysis, role play, and surveys of attitudes about the United States in the community.

When and Where to Use the Activities

The activities are designed to be used with students in grades 4-12. Many do not require a great deal of higher cognitive skill ability and, hence, can be used in early elementary grades.

Most of the activities should be used on a voluntary basis with students. Delving into one's own past and family history, for example, should not be forced on students. Rather, they should be allowed to decide if and to what extent they will participate in the activities.

This book is appropriate for middle school, junior high school, and senior high school units and courses on U.S. history. It is also suitable for middle, junior, and senior high school general social studies, geography, and govenment classes and units. Nearly all of the materials would be useful in social studies courses in senior high schools.

Evaluation

It is our intention to continue revising and adding to the book whenever time permits. We have enclosed an evaluation sheet to encourage you to give us feedback and suggestions. Your imput will be greatly appreciated.

SECTION ONE

INTRODUCTORY ACTIVITIES FOR PERSONALIZING U.S. HISTORY

Students work with and analyze a selected list of dates, places, and names in order to think about their own personal relationships to historical data.

Title: DATES, PLACES, AND NAMES: A PERSPECTIVE

Introduction: A persistent problem among students in U.S. history courses is their remoteness from the subject matter. "What good will all this stuff (U.S. History) do for me?" "Why do we have to learn all these dates and things? What good will it do?" These are rather commonly heard comments among students throughout the nation, especially in secondary schools. Obviously, however, some kind of information or data base is necessary for students to work with--to analyze, compare, synthesize, evaluate, make decisions from, etc.--in any study of history. One problem in teaching history is the context in which the information is "presented." A body of content, consisting of little more than dates, places, and names, is too static to have much meaning for the large number of students required to take "American History."

This activity proceeds from history as an abstraction, removed from the interests of most students, to raising questions about how the content of history might be used to get students involved in their own stake in the history of our nation.

Objectives:

To place a list of dates, places, and names in chronological order, using students' current knowledge of U.S. history without references.

To elicit students' views and values on the items they think (1) are missing from the lists and (2) should be included in a study of U.S. history.

To reach concensus in small groups on the most important dates, names, and/or places in U.S. history.

Grade Level: 7-12

Time: 45 minutes

Materials: (1) Handout 1, "Dates, Places, and Names"
(2) Placards made from the handout on "Dates, Places, and Names"

Procedure:

Preparatory Step: (This step is a preparatory one which excludes the time frame suggested above. Either you or your students can do this step.) Using the handout, "Dates, Places, and Names," make a set of tagboard placards, each with one date, place, or name on it. Using cut-up strips from discarded file folders and black felt marking pens works nicely.

Step 1. Shuffle the set of placards. Hand out one to each student at random.

Step 2. From one end of the room to the other, ask students to raise their placards so they can be seen by others in the class. Ask students to arrange themselves by their placards in chronological order (from earliest date, place, or name to most recent). Ask students how successful they feel they were in arranging themselves in chronological order. What were some of the stumbling blocks? Some problems could be students' lack of knowledge of the content, and that some events and places transcend a specific time ordering. (This is an important point for students to remember as they study history.)

Step 3. Ask students to seat themselves around the room in groups of four or five.

Step 4. Distribute one copy of handout 1, "Dates, Places, and Names," to each group.

Step 5. Explain that in the next 20 minutes the groups need to concentrate on two tasks (you might write these on the chalkboard so students won't forget them):
a. Each group should attempt to reach concensus (total agreement) on which five dates, places, and/or names they believe are most important for them to study.
b. Each group should attempt to reach concensus (total agreement) on the five most important dates, places, and names they believe are missing from the lists.

Follow-up and Debriefing:

1. Ask groups to volunteer their decisions on both tasks asked for in Step 5. How many groups were unable to reach concensus? What were some of the reasons? Were problems due to the nature or makeup of the groups?

2. What reasoning did each group use in trying to reach concensus on the five most important items to study, i.e., why those five items as opposed to any other five? (This is a good pretest of your students' perceptions of what is important to learn in the course. You might consider using these lists to select the content you teach this year/semester/unit.) Did all the groups agree on the same five items? Discuss reasons which groups give for agreeing or not agreeing with other groups.

3. What reasoning did each group use in trying to reach concensus on the five most important items missing from the lists? Were students motivated by interest, the present, their personal likes and dislikes, or perceived needs of their age group. Did all groups agree on the same five items? Discuss reasons groups give for their choices.

<u>For 11th- and 12th-Grade Students</u>:

Have students research the topics they selected as "most important."

Handout 1

DATES, PLACES, AND NAMES

Jamestown
T. Jefferson
G. Washington
July 4, 1776
French & Indian War
Yorktown
Thomas Paine
Louisiana Purchase
War of 1812
Andrew Jackson
Trail of Tears
Manifest Destiny
1619
1789
Nat Turner
Abolitionism
A. Lincoln
Fort Sumter
Gettysburg
1861
April 14, 1865
Reconstruction
Spanish-American War
T. Roosevelt
1914
Standard Oil Co.
Cuba
Oregon Trail
1919
F. D. Roosevelt
New Deal
Pearl Harbor
Prohibition

A. F. of L.
Pullman Strike
Hiroshima
Cold War
Joseph McCarthy
Korean War
November 22, 1963
1945
Vietnam War
Watergate
Cuban Missile Crisis
Wounded Knee
XYZ Affair
Gold Standard
Missouri Compromise
Bloody Kansas
Alamo
1849
Civil Service
Susan B. Anthony
Frederick Douglass
Brown vs. Board of Education
J. F. Kennedy
Impeachment
Carpet-baggers
J. D. Rockefeller
League of Nations
December 7, 1941
Bill of Rights
Martin Luther King
St. Augustine

c 1978 CTIR

Students begin to trace their own heritages and link them to events in U.S. history.

Title: MY STORY

Introduction: The word "history" can take on new meaning when it applies to one's own history. Tracing one's family tree can lead a person to a better understanding of who one is. Thus, history, in this personal sense, takes on a whole different meaning when students study it as their ancestors lived it and as they are living it. By personalizing history, it ceases to be an abstraction. Instead, history becomes a part of life.

The guidelines and handouts contained in this activity can be used with students who wish to delve into their own pasts via exploring who their ancestors were and what their ancestors' lives were like. This activity should be voluntary. Students who do not wish to study their family and its past should not, in any way, be made to do so.

Objectives:

To collect data about students' family trees.

To gather information about members of a student's immediate family and about the student himself/herself.

To begin piecing together key memories and events in the student's own history.

Grade Level: 4-12

Time: Varies, but most of the work will need to be done outside the regular class period.

Procedure:

Step 1. Ask how many students in your class are interested in starting a history of their own lives. (Some students may already have a head start on this.)

Step 2. To those students who are interested in this activity, explain that a great deal of the work will need to take place outside the classroom. (Note: We are not concerned here with grading and time limits; that is between you and your students. You may wish to give a certain portion of the term's credit to students who wish to do the activity. We strongly recommend that a letter grade or numerical value not be placed on the work handed in. After all, what does it mean to have a C for personal history? Regarding time limits, allow for as much flexibility as you can. If students feel "pushed" to get finished, it will take a good deal of the enthusiasm out of the activity. Moreover, some of the information called for requires more "digging" into records for some students than others, while many of the questions call for a good deal of reflection.)

Step 3. Distribute copies of the six handouts to interested students. Some of the handouts should be reproduced in sufficient quantities to take care of multiple relatives, especially grandparents. On the chalkboard, list the following "sources of information":

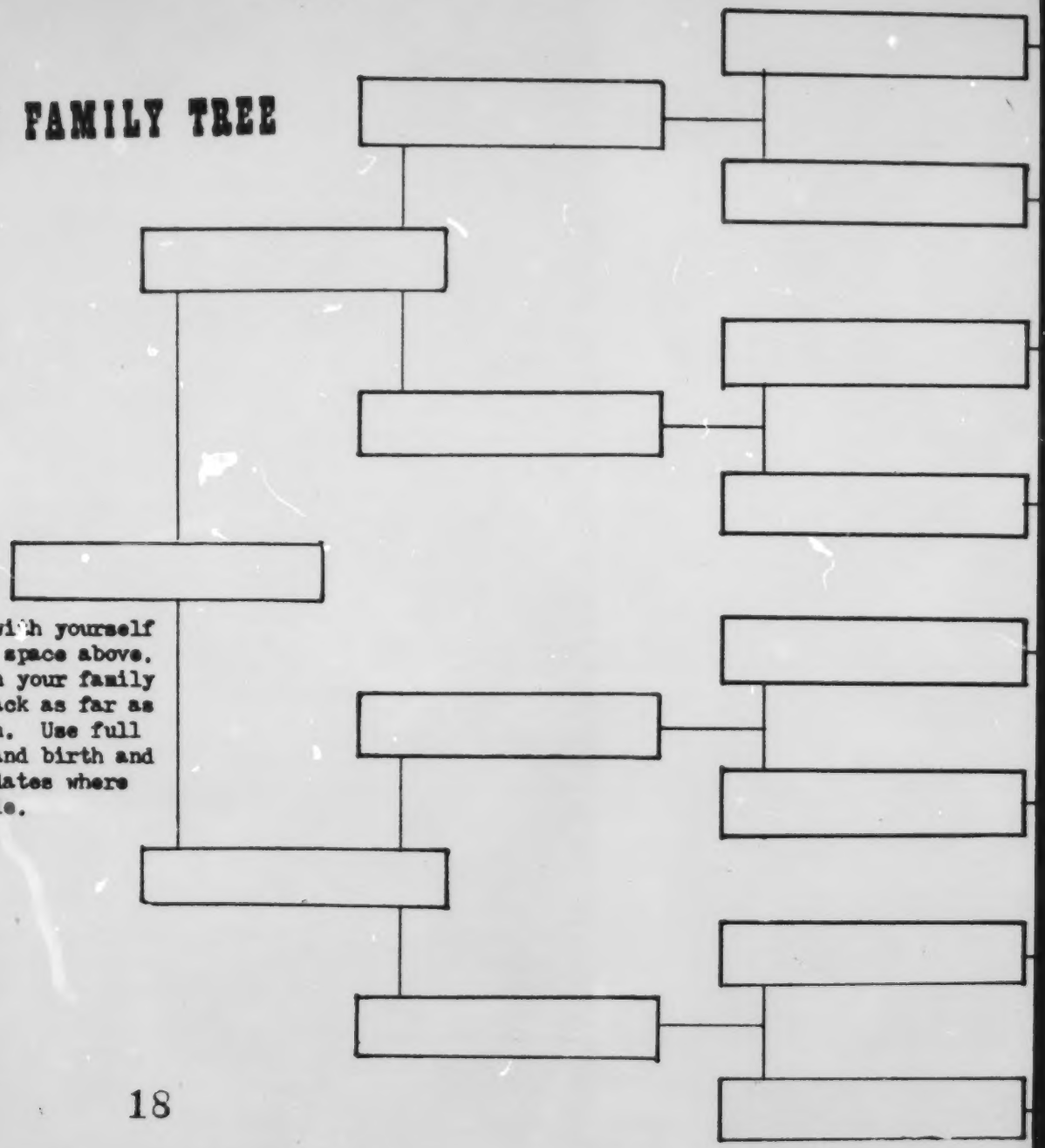
(1) Interviews with relatives (write down relative's name, birthdate, place of residence, telephone number, as well as the information students wish to obtain)
(2) Family bibles
(3) Diaries
(4) Old photographs
(5) Account books and ledgers
(6) Birth, death, and marriage certificates (County Courthouse and local offices keep such records)
(7) Cemeteries (check with the caretaker to see the Sexton records)
(8) Churches (which relatives attended, where they were baptized, etc.)
(9) Libraries often employ people who specialize in genealogy work. These people can be extremely helpful in locating information.

Follow-up:

1. After completing as many of the handouts as students can, help students organize the materials into notebooks to preserve their personal histories. Remember that, to some students, this may represent the beginning of a life-long process of collecting genealogical information.

2. Ask participating students to share, at least partly, what their experiences meant to them. Also, let them discuss what some of the fascinating as well as depressing things were that they uncovered in their personal and family research.

MY FAMILY TREE



Begin with yourself in the space above. Fill in your family tree back as far as you can. Use full names and birth and death dates where possible.

c 1978 CTIR

Handout 3

MY VITAL STATISTICS

Name_____
first middle last

Have there been changes in your own or your family's name? State details and circumstances.

Have other names been used in your family? Married and maiden names; Pen names, stage names, aliases. Include details and circumstances.

Date of Birth_____
month day year time of day/night

Birthplace_____
city state country

Put in name and address of hospital or other place you were born. Note doctor's name(s).

Sex_____ Race_____ Ethnic Group_____

Nationalities of first ancestors who emigrated to U. S.:
Father's family (relationship to you and dates emigrated)

_____

_____

Mother's family (relationship to you and dates emigrated)

_____

_____

Other information about your name and family name--How was the name selected? Were you born "on schedule," or were you premature or overdue? Was there any difficulty with your delivery? Were you adopted or raised in a foster home? (Include details and circumstances) (Use separate sheet of paper to continue.)

c 1978 CTIR

Handout 4

MY FATHER

Name _____
First Middle Last

Date of Birth _____
month day year Time of day/night

Birthplace _____
city state county country

Death _____
place date

Cause of death _____ Age at death _____

Buried or interred at _____ City _____

Citizenship at Birth _____ Race _____

Change of citizenship? _____

Married to _____
full name

At _____ Date _____

Names of children by this marriage _____

_____

Marriage terminated by _____

Married to _____
full name

At _____ Date _____

Children by this marriage _____

_____

Marriage terminated by _____

Religion _____

Church or synagogue memberships:

_____
name place dates

_____
name place dates

c 1978 CTIR

Residences, in order, from birth:

place	dates
place	dates

Education (schools attended, places, dates, diplomas, degrees)

Occupation(s) (Nature of work, positions held, employers, dates, places, wages)

Write a short essay of your father as you knew (know) him. What were his most outstanding characteristics? Interests and hobbies? Faults or problems?

c 1978 CTIR

Handout 5

MY MOTHER

Maiden name _____
first middle last

Date of birth _____
month day year time of day/night

Birthplace _____
city state county country

Death _____
place date

Cause of death _____ Age at death _____

Buried or interred at _____ City _____

Citizenship at birth _____ Race _____

Change of citizenship? _____

Married to _____
full name at on

Children by this marriage _____

_____

Marriage terminated by _____

Married to _____
full name at on

Children by this marriage _____

_____

Marriage terminated by _____

Religion _____

Church or synagogue memberships:

_____
name place dates

_____
name place dates

c 1978 CTIR

Residences, in order, from birth:

place	dates
place	dates

Education (schools attended, places, dates, diplomas, degrees)

Occupation(s) (Nature of work, positions held, employers, dates, places, wages)

Write a short essay of your mother as you know (knew) her. What were her most outstanding characteristics? Interests and hobbies? Ambitions? Faults or problems?

c 1978 CTIR

Handout 6

MY GRANDPARENTS

NAME _____
maiden name for woman first middle last

Circle one: Father's father Father's mother Mother's father Mother's mother

Date of Birth _____
month day year

Birthplace _____
city state county country

Death _____
place date

Cause of death _____ Age at death _____

Buried or interred at _____

Citizenship at birth _____ Race _____

Change(s) of citizenship _____

Married to _____
FULL NAME at on

Children by this marriage _____

_____

Marriage terminated by _____

Religion _____

Church or synagogue memberships:

_____
name place dates

_____
name place dates

Residences, in order, from birth:

_____
place dates

_____
place dates

Using a separate sheet of paper, include other information about your grandparent: education, occupation, personal habits and characteristics, anecdotes, marriages, family folktales, etc.

c 1978 CTIR

Handout 7

MY EARLY LIFE

Describe your earliest memory:

Favorite friends, stories, places, and friends:

What do you value most (or remember most) from your early life?

Describe early memories of parents, foster parents, relatives, friends, guardians, homes, teachers, illnesses, travel, foods, colors, events--things which left strong impressions on you during your early years:

Did you or your family emigrate? Tell about the journey.

Describe your family life, especially your relationships with brothers and sisters and with others who were important to you when you were growing up in these early years.

c 1978 CTIR

How did your family's social life affect your life?

How did money, or lack of money, affect your early life?

Was your home a happy place? How do you feel about your family?

Did you and your family often move from one place to another, from one house to another? How do you think this affected you?

How did your family celebrate important holidays? Your birthday? How did you spend weekends with your family? Vacations?

How did you feel about leaving home when you grew up? (If applicable)

Other information: (family folklore and stories, family "characters," songs, recipes, religion, guiding principles or philosophy, etc.)

c 1978 CTIR

Students interview their elders to compare life styles of different generations and to get a flavor for the excitement of oral history.

Title: IN YOUR LIFE AND TIMES

Introduction: The more often we can operate from the position that "students don't study history, they are history" as history teachers, the more successful our history teaching will be. Many students are not motivated to learn history because of its content or the narrative style.

This activity asks students to step beyond their own immediate involvement in history. They are encouraged to find out about others' personal histories. The techniques employed are oral histories and interviews. Groups of students go out into the community, interview some adults, and write a few paragraphs telling what life was like to those people when they were the same age as the students. A handout for students is included with a suggested format and some key pointers for conducting interviews.

Objectives:

To acquaint students with other people by using the interviewing technique and history.

To interview adults and measure changes important to the adults that occurred during their lives.

To examine how change affects people on a personal level, as opposed to looking at change on a broader, societal level--the commonly used approach in most history courses.

Grade Level: 7-12

Time: Varies, but be certain to allow sufficient time blocks for both interviewing and debriefing the interviews in class.

Materials: (1) Handout 8, "Interviewing: Some Pointers"
(2) Handout 9, "Changes During My Life"

Procedure:

Step 1. Divide class into groups of 4-5 students. Distribute to each group copies of the handout, "Interviewing: Some Pointers." Let them read through it and help them clarify any unclear points.

Step 2. Distribute one copy of the handout, "What My Life Was Like," to each student. Each group's task will be to keep the adults interviewed focused on the following question: WHAT WAS IT LIKE TO LIVE WHEN YOU WERE OUR AGE? To help interviewees focus on the question, ask them to put an "X" by each item on the list on the handout that *did not exist* when the adults were the students' age. Other spaces on the handout have been left for things the adults might wish to add to the list.

Step 3. Ask the groups to choose two or three adults in the community to interview. Help them with any arrangements needed to conduct the interviews. Set a reasonable time limit.

Step 4. Have students debrief their interviews with the rest of the class.

Follow-up:

1. What interesting things did students and their groups learn from this activity?

2. What made some adults more fun and interesting to interview than others?

3. How well do students think they can get to know a person by asking him about his personal history?

4. How did certain life-style changes affect some of the adults that students interviewed? Were they negative or positive about these changes?

Handout 8

INTERVIEWING: SOME POINTERS

1. If possible, use a good quality, battery-operated tape recorder for your interview. This will allow you to debrief the information later on by playing it back, and stopping the tape at key points for critical analysis. However, some people may resent being "recorded." Don't push the issue. Simply keep track of their comments in written form.

2. As you begin the interview, do everything possible to make it an informal, relaxed experience for your interviewee.

3. Do as little of the talking as possible. Remember, you are there to stimulate them to talk. Occasionally, you may have to "nudge" the conversation back on the right track.

Below is a suggested form for you to use before and after your interview:

INTERVIEW INFORMATION

Name_____

Birth information_____ (Date) at_____ (Place)

Education_____

_____

Occupation_____

Current Address_____

City, State, Zip_____

Names of Interviewers_____

_____

_____

Interview held at_____ (Place) On_____ (Date)

Subject: Changes during the life of_____

c 1978 CTIR

Handout 9

CHANGES DURING MY LIFE

_____ Jet airplane_____

_____ Automobiles_____

_____ TV_____

_____ Color TV_____

_____ XEROX Copy machines_____

_____ Atom bomb_____

_____ Rock music_____

_____ Sterephonic records_____

_____ Polaroid Cameras_____

_____ Frozen TV dinners_____

_____ Tape recorders_____

_____ Electronic calculators_____

_____ Transistor radios_____

_____ Cloud seeding_____

c 1978 CTIR

A fun-type activity in which students select items for a time capsule and bury it with the expectation that it will be discovered in the year 2000.

Title: U.S. TIME CAPSULE*

Introduction: In this activity, students have the opportunity to hypothesize about the most typical artifacts that represent U.S. society. They must decide from among a list of 30 items which they would place in a time capsule to be opened in the year 2000.

Objectives:

To decide which artifacts to include in a time capsule, based on what each artifact represents.

To find at least 10 artifacts, construct a capsule, and bury it to be opened in the year 2000.

Grade Level: 4-12

Time: 45 minutes (more for collecting items)

Materials: Handout 10, "List of Artifacts"

Procedure:

Step 1. Ask students to imagine the following situation: THE CLASS HAS BEEN ASKED TO CHOOSE AND COLLECT ARTIFACTS THAT BEST REPRESENT U.S. SOCIETY IN 1978, CONSTRUCT AN "AIRTIGHT" CAPSULE, SEAL IT, LABEL IT "TO BE OPENED IN THE YEAR 2000," AND BURY IT IN A SAFE, AGREED UPON PLACE IN OR NEAR THE SCHOOL.

Step 2. Divide class into groups of three to four students each. Distribute a copy of the handout, "List of Artifacts," to each student. Each group is to select ten items from the

*Adapted from George G. Otero, *Teaching about New Mexico History and Culture* (Center for Teaching International Relations, University of Denver, 1977) p. 32.

list, which they believe would best represent U.S. society, to be placed in the time capsule. Tell students to choose artifacts they believe best typify daily life in the United States.

> NOTE: Daniel Boorstin, an historian, has suggested that what is most important to a culture usually is quickly used up rather than preserved. For example, most libraries do not store copies of the *National Enquirer* or *True Confessions*, which are among the most popular reading materials. Libraries collect copies of *Time*, *The New York Times*, *The New Yorker*, etc. Therefore, if a person from the year 2000 were to study our reading habits based on library collections, he/she would get a distorted picture that does not necessarily reflect our life style in 1978.

As students make their choices, they should keep the questions listed at the bottom of the handout in mind.

Step 3. Ask class as a whole to vote on the final ten items to be collected.

Step 4. If possible, collect all ten items, place them in a container, and bury it as suggested in Step 1 above.

> NOTE: It would be a good idea to cooperate with the science teacher(s) in constructing an "air-tight" container.

Debriefing Questions:

1. Which items were chosen in the final vote, and why?

2. What specific things do students think people who open the capsule in 2000 would learn from each item? About U.S. society in 1978 as a whole? What kind of generalizations do students think they would make?

Handout 10

List of Artifacts

U. S. TIME CAPSULE

Your group's task is to select ten of the ten items below for the time capsule. Try to choose items your group believes typify our present day-to-day life in the United States. You may wish to add other items to the list, but you must select only ten from any of the items listed. Moreover, as you make your selections, keep the questions listed at the bottom of the handout in mind as guidelines.

1. Road map
2. Beer bottle
3. Gum wrapper
4. Copy of New York Times
5. Copy of picture magazine of U.S.
6. Bread wrapper (or, bread itself)
7. Betty Crocker cookbook
8. Dictionary
9. Telephone directory from a major city
10. Football
11. Popular movie released in 1976, 77, or 78 (brochure or advertisement of the movie will do)
12. McDonald's hamburger (or wrapper)
13. Baseball
14. Driver's license (copy of one or, preferably, an expired license)
15. Bible (Which version?)
16. An eating utensil
17. Prescription bottle for tranquilizers
18. Record album (a current, popular recording)
19. Ojo
20. Picture of an amusement park (or recreation area)
21. Musical instrument (picture will do)
22. Automobile picture
23. Advertisement for cigarettes
24. Army badge
25. Picture of most up-to-date weapon
26. Purse
27. Credit card
28. Picture of latest men's & women's clothing
29. TV schedule
30. Classified advertising section of a newspaper
31. _____
32. _____
33. _____
34. _____
35. _____

Guideline Questions:

1. Will the items represent the same things to people in 2000 as they do now? (For example, compare your attitudes about music in the late 50s with what was obviously "in" and popular to listeners of the times.) Will people in 2000 have considerably different backgrounds and experiences than we do? How will these perspectives affect their interpretation of the artifacts?

c 1978 CTIR

2. What items represent information that you believe will be easily understood?

3. Could people better understand a particular artifact if it were combined with another one? (One either on the list, or that you would add.)

c 1978 CTIR

SECTION TWO

SUPPLEMENTARY ACTIVITIES
FOR
MAJOR TOPICS IN U.S. HISTORY

A role-playing activity which stimulates students and simulates the context of a 17th-century Puritan town meeting

U.S. History Topics:
Colonial America
Puritanism

Title: PURITAN TOWN MEETING*

Introduction: This role-playing activity was devised to help students understand some of the life styles among Puritans in early New England and to demonstrate how democratic procedure might have been initiated by our forefathers.

Objectives:

To role play a simulated town meeting in early Puritan New England.

To recognize various roles held by persons who participated in the town meeting.

Grade Level: 4-12

Time: Three to four class periods.

Materials: (1) Handout 11, "Roles for Town Meeting"
(2) Handout 12, "Agenda for Town Meeting"

Procedure:

Step 1. Distribute roles, handout 11, and assign each student a role. Explain what a town meeting is and how it functions.

Step 2. Distribute copies of the agenda, handout 12. Discuss the agenda and what is expected from each student.

Step 3. Allow a few minutes for students to begin preparing to play his/her role and to make his/her sign for the meeting.

*Adapted from an activity written by Pat Heist, Aurora Public Schools, Denver, Colorado.

Step 4. Conduct town meeting for 1 1/2 to 2 class periods. If possible, video tape or at least tape record the sessions.

Debriefing:

1. How did the "model" good Puritans act?

2. What role did each person play in a democratic meeting?

3. Historical note: the Puritans are a much maligned group in terms of the roots of some of our "national" values. Actually, many Puritans did not fit the stereotype of the straight-laced, rigid, sober image conjured up in the minds of many Americans. Evidence for a more morally benign role in U.S. society can be found among historians such as Perry Miller and Thomas Jefferson Wertenbaker. You may wish to bring out these points as you proceed to debrief the activity. Some "advanced" students at the high school level might wish to look into what the Puritans "were really like," and report this information to the class.

Handout 11

ROLES FOR THE TOWN MEETING

MINISTER

1. Report that _____ missed church and wasn't sick. Request that she be punished.
2. Make a brief prayer to open the meeting.
3. Report that a woman was cooking on the Sabbath.
4. Keep reminding citizens that they are good Puritans and to do their duty to God (ex., God wants you to use the land; he does not want the Indians wasting it.) Mention the devil is always at work; remind them of their moral obligations. Examples: drinking, cards, entertainment, dress, raising children to be good Christians, being firm with poor people.

MODERATOR

1. Keep order at the meeting. Use the constable as necessary.
2. Conduct the business meeting. Call for reports, take votes, move on to new business when discussion drags.
3. Try to draw everyone into the discussion; don't let a few dominate the meeting.

SWINEKEEPER

1. Report the number of swine under your supervision.
2. Mention any problems, such as leaving gate open, need to brand new pigs, or diseased animals.

TREASURER

1. Remember the measure of money was pounds, not dollars.
2. Report amount of money in the town treasury. Remind the tax collector to give you the recently collected money.
3. Accept payment of fines.

SCHOOL MASTER

1. Request Bibles for the school.
2. Discuss your salary, the homes that you have been staying in.
3. Any problem children? (Mrs. _____'s child)

c 1978 CTIR

TAX COLLECTOR

1. Report any problems with collecting taxes.
2. Request higher taxes for some purpose (school, minister's salary).
3. Whenever the town discusses a project requiring money, ask them if they are willing to pay higher taxes.

SCALER OF WEIGHTS AND MEASURES

1. Report cheating (butcher's scale weighs too heavy).
2. Request of fines.

POUND KEEPER

1. Report on problems of stray animals.
2. Threaten to give pets away if people do not come for them.

TITHINGMAN

1. Keep order in church and meeting house.
2. Prepare a "feather stick" for appropriate use.
3. Take people out of the room to a corner if they speak without being recognized by the moderator.
4. Make report on Sabbath breaking; request punishment.

BELL MAN

1. Report that new bell or rope is needed for church.
2. Report children breaking curfew.

TOWN CRIER

1. Request earlier curfew for the winter months.
2. Mention that you have seen _____ and _____ walking together late at night.
3. Report on the recovery of an ill person.

RECORDER OF WRITS

1. Make a report of all babies born, weddings, deaths, etc. for the year.
2. Report a guest at Mr. _____'s house. Ask people to report any new statistics.

GRAVE DIGGER

1. Ask for help in digging graves since three people died of _____.
2. Suggest the cemetary be expanded.

c 1978 CTIR

OVERSEER OF THE POOR

1. Auction poor people to work off fines they cannot pay.
2. Ask for any complaints that people have about the poor.
3. Introduce the poor person you brought as an example of your problem.

POOR PERSON

1. Try to explain why you are poor; that you have to live on bad land.
2. Defend yourself as a worthy person even though you do not go to church.
3. Ask for voting privileges.

UNHAPPY LABORER

1. Ask to be transferred to a new town because of low pay, bad land.
2. Complain about strict rules.

PACKER OF FLESH AND FISH

1. You make sure that meat is properly salted and stored for resale.
2. You might warn citizens that Mr. _____ has not been using enough salt.

SELECTMAN

1. You are responsible for overseeing projects, report on progress of Read building, etc.
2. Request higher taxes for a project that is going to cost more than you thought.
3. Read a list of names of people who will be expected to work on a certain project.

SWEEPER OF THE MEETING HOUSE

1. Complain about the mess that was left last week.
2. Tell what you overheard. (Mr. _____'s wife gossiping with Mr. _____'s wife.)

PERSON WHO WISHES TO JOIN TOWN

1. Prepare a certificate from your old town to read.
2. State your qualifications.
3. Answer questions from the town's people.

c 1978 CTIR

FENCE VIEWER

1. Settle disputes between citizens over boundaries.
2. Ask for repair of fences.
3. Report who has not repaired the fence you requested.

CORDER OF WOOD

1. You measure wood and care for its public use.
2. Report problems of stealing wood for school use.

KEEPER OF COWS

1. You supervise cows kept on the Common.
2. You may have individual complaints about cattle under your care.

CLERK OF THE MARKET

1. You keep track of goods brought to the market for sale and amount purchased.
2. Think of some problems that might arise with this job.

CULLER OF STAVES

1. You must account for all staves stored in your town. (cured boards for barrels)
2. Perhaps someone has been using more than their share.

FERRY MAN

1. Your responsibility is to see that the ferry is in working condition and that people pay their fares.

OVERSEER OF CHIMNEYS

1. Fires were a severe hazard in this community because the houses were built so close.
2. You might report on your monthly inspection.

INSPECTOR OF BRICK

1. Make sure that people are using brick of good quality, and not too many.
2. Make sure that people use plenty of chinking to prevent fires.

c 1978 CTIR

Handout 12

AGENDA FOR THE TOWN MEETING

A. Prayer by minister

B. Old business
   1. Treasurer's report
   2. Recorder of writs report

C. New business
   1. Reports from other officers
   2. Roger Williams case
      a. Wants to give land back to Indians
      b. Wants to separate from Church of England
   3. Anne Hutchinson
      a. Believes that it is unnecessary to do good works to get to heaven
      b. Has been criticizing the Minister's sermon
      c. (She will need special consideration to speak since she is a woman who deserves no rights.)
   4. New person presents petition to be admitted to town
   5. Choose 2 representatives to go to the Masschusetts General Court
   6. Unhappy laborer
   7.
   8.

(1) Each student is responsible for making a sign to identify yourself and your job.

(2) You may bring clothes and props to make the meeting more realistic.

(3) Chairs must be arranged in a circle as soon as you reach class.

(4) Behave like prim, prudish Puritans throughout the meeting.

(5) You will be graded on each positive contribution that you make to the class.

c 1978 CTIR

A time-tested activity for getting the "man-on-the-street" reaction to a fundamental U.S. historical document. You might find your students highly interested in reading the document!

Title: THE DECLARATION OF INDEPENDENCE--COMMIE JUNK?

Introduction: In the summer of 1970, the *Miami Herald* reported that only one person in 50 approached on the streets of Miami agreed to sign a typed copy of the Declaration of Independence. The story went on to say that, when approached with the document, it was called "the work of a raver" and two persons interviewed called it "commie junk" (see handout 1). And, as much publicity as the experiment got, it was tried in other cities with similar results and responses.

In this activity, we are asking some of your students to replicate the experiment in your community. You might find more students reading and interpreting the document than would do so if it were assigned simply to study as a homework assignment.

Objectives:

To interview at least 50 people at random to find out if they are willing to sign a petition in support of the Declaration of Independence.

To record responses of interviewees.

To discuss and interpret responses and data collected from the experiment.

Materials: (1) Handout 13, "Declaration--That 'Commie Junk'"
(2) Handout 14, Unlabeled Copy of Declaration of Independence
(3) Handout 15, Petition

Procedure:

Step 1. Distribute one copy of handout 1, "Declaration--That Commie Junk," to each student. Allow a few minutes reading time.

Then, ask for responses to the handout. Ask students if they think people in their own community would respond differently or similarly to the same experiment.

Step 2. Ask if there are any students who would like to volunteer as a group to conduct the experiment in their own community. If there are, distribute one copy of handout 2 and handout 3 to the group. If several groups would like to become involved, distribute one copy of handout 2 and handout 3 to each group.

Step 3. Instruct group(s) that they are to go out into the community and see how many signatures they can collect on the petition. Ask each group to interview at least 25 persons. As the people read the Declaration (or refuse to!), students should jot down their responses to the document. If the students have access to a tape recorder, ask them to tape responses.

> NOTE: Remind students that they must ask each respondent if it is okay to tape their comments and respondents should be told that the recording would be used only in the classroom.

Debriefing:

1. Ask the group(s) how many signatures out of how many persons approached they were able to get to sign the petition. How many persons outrightly refused? For what reasons?

> NOTE: Students need to "go easy" on criticizing people who refuse to sign. Peoples' refusals can, of course, be motivated by a number of reasons. Many persons are leary of petitions, many have been approached a number of times. Focus concern on comments made by people who actually read the document, yet refused to sign.

2. What were the responses to the document and what were some of the reasons people gave when they refused to sign the petition?

3. What conclusions do students draw from this experiment? About the community? About the Declaration of Independence? About the persons interviewed?

> NOTE: There are many possible comments that can be made, but avoid glibly accepting sweeping condemnations of the community or persons who refused to sign. After all, in most metropolitan areas people are "plagued" with

questionnaires, solicitors, and people trying to "sell them something." The power of this experiment is in the potency of the document itself. It is quite a "revolutionary" document. Maybe this experiment will pique interest into further reading and research about this basic U.S. document!

Handout 13

DECLARATION -- THAT "COMMIE JUNK"*

Shoppers were approached on Miami streets by a reporter to sign a typed copy of the Declaration of Independence. They were not told what document they were reading. Only one out of 50 persons approached agreed to sign the document in approval.

Two called it "commie junk," one threatened to call the police, and another warned MIAMI HERALD reporter Colin Dangaard, "Be careful who you show that kind of antigovernment stuff to, buddy."

A questionnaire, circulated among 300 young adults attending a Youth for Christ gathering, showed that 28 percent thought an excerpt from the Declaration was written by Lenin. The youths, mostly high school seniors, were then asked to describe briefly what sort of person they thought would make such a statement. Among other things, the author of the Declaration was called:

"A person of communism, someone against our country."

"A person who does not have any sense of responsibility."

"A hippie."

"A red-neck revolutionist."

"Someone trying to make a change in government--probably for his own selfish reasons."

Next, Dangaard typed up the Declaration in petition form, stood all day on a sidewalk and asked middle-aged passersby to read it and sign it. Only one man agreed, and he said it would cost the pollster a quarter for his signature.

Comments from those who took the trouble to read the first three paragraphs:

"This is the work of a raver."

"Somebody ought to tell the FBI about this sort of rubbish."

"Meaningless."

"I don't go for religion, Mac."

"The boss'll have to read this before I can let you put it in the shop window. But, politically I can tell you he don't lean that way."

*From an Associated Press news article, July 12, 1970.

c 1978 CTIR

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident; that all men are created equal, that they are endowed by their Creator with certain unalienalbe rights, that among these are life, liberty, and the pursuit of happiness.

That, to secure these rights, governments are institutes among men, deriving their just powers from the consent of the governed;

That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer while evils are sufferable, then to right themselves by abolishing the form to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security.

Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present king of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

He has refused his assent to laws the most wholesome and necessary for the public good.

He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accomodation of large districts of people, unless those people would relinquish the right of representation in the legislature, a right inestimable to them, and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved representative houses repeatedly, for opposing, with manly firmness, his invasions on the rights of the people.

c 1978 CTIR

He has refused, for a long time after such disolutions, to cause others to be elected; whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise; the state remaining, in the mean time, exposed to all the dangers of invasion from without and convulsions within.

He has endeavored to prevent the population of these states; for that purpose obstructing the laws of naturalization of foreigners, refusing to pass other to encourage their migration hither, and raising the conditions of new appropriations of lands.

He has obstructed the administration of justice, by refusing his assent to laws for establishing judiciary powers.

He has made judges dependent on his will alone for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of new offices, and sent hither swarms of officers to harass our people and eat out their substance.

He has kept among us, in times of peace, standing armies, without the consent of our legislature.

He has affected to render the military independent of, and superior to the civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution and unacknowledged by our laws, giving this assent to their acts of pretended legislation;

For quartering large bodies of armed troops among us;

For protecting them, by a mock trial, form punishment for any murders which they should commit on the inhabitants of these states;

For cutting off our trade with all parts of the world;

For imposing taxes on us without our consent;

For depriving us, in many cases, of the benefits of trial by jury;

For transporting us beyond the seas, to be tried for pretended offenses;

For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging its boundaries, so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies;

For taking away our charters, abolishing our most valuable laws, and altering, fundamentally, the forms of our governments:

For suspending our own legislature, and declaring themselves invested with power to legislate for us in all cases whatsoever.

c 1978 CTIR

He has abdicated government here, by declaring us out of his protection and waging war against us.

He has plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation, and tyranny already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

He has constrained our fellow-citizens, taken captive on the high seas, to bear arms against their country, to become the executioners of their friends and brethern, or to fall themselves by their hands.

He has excited domestic insurrections among us, and has endeavored to bring on the inhabitants of our frontiers the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.

In every stage of these oppressions we have petitioned for redress in the most humble terms; our repeated petions have been answered only by repeated injury. A prince whose character is thus marked by every act which may define a tyrant is unfit to be the ruler of a free people.

Nor have we been wanting in attention to our British brethern. We have warned them, from time to time, of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have remineded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity; and we have conjured them by the ties of our common kindred, to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They, too, have been deaf to the voice of justice and of consaguinity. We must, therefore, acquiesce as we hold the rest of mankind, enemies in war, in peace, friends.

We, therefore, the representative of the United States of America, in General Congress assembled, appealing to the Supreme Judge of the world for rectitude of our intentions, do, in the name and by authority of the good people of these colonies, solemnly publish and declare, that these united colonies are, and of right ought to be, free and independent states; that they are absolved from all allegiance to the British crown, and that all political connections between them and the state of Great Britain is, and ought to be, totally dissolved; and that, as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do. And, for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

c 1978 CTIR

Handout 15

PETITION

I, the undersigned, hereby declare my support for the document I have just read and examined:

1.	26.
2.	27.
3.	28.
4.	29.
5.	30.
6.	31.
7.	32.
8.	33.
9.	34.
10.	35.
11.	36.
12.	37.
13.	38.
14.	39.
15.	40.
16.	41.
17.	42.
18.	43.
19.	44.
20.	45.
21.	46.
22.	47.
23.	48.
24.	49.
25.	50.

c 1978 CTIR

This activity uses a comparative approach for examining major aspects of the French, Russian, Chinese, and American revolutions

U.S. History Topics :
American Revolution

Title: A COMPARATIVE APPROACH TO STUDYING THE AMERICAN REVOLUTION

Introduction: Applying the comparative method, this activity asks students to read brief accounts of four major revolutions--the American Revolution, the French Revolution, the Russian Revolution, and the Chinese Revolution. Students then use comparative analysis sheets to analyze causes, changes, and results of each of the four major revolutions.

Objectives:

To examine similarities and differences among four major revolutions of their causation, changes brought about by the revolutions, and results of the revolutions.

To hypothesize about generalizations that could be made regarding revolution.

Grade Level: 11-12

Time: Two to three class periods

Materials: (1) Accounts of four major revolutions for students reading: French Revolution, Russian Revolution, Chinese Revolution, and American Revolution. Two textbooks which we feel give adequate and basically sound, readable information for student background of the revolutions are: L. Stavrianos, *A Global History of Man* (Allyn and Bacon, 1966); Bragdon, Cole, and McCutcher, *A Free People*, 2 vols. (Macmillan, 1970). If these texts are not readily available for use, you may wish to use existing textbooks (both world history and U.S. history) to extract and duplicate the accounts of the revolutions. Try to find accounts that are succinct, yet cover information dealing with the major causes, changes, and results of the particular revolutions. See the following list of books on revolution for additional study.

(2) Handout 16, "A Checksheet for Analyzing Revolution"

Procedure:

Step 1. Distribute copies of the accounts of the four revolutions to students as background. Assign as out-of-class reading, in-class, or whatever is appropriate to your classroom setting.

Step 2. Distribute a copy of the handout, "Checksheet for Analyzing Revolutions," to each student.

Step 3. Allow time for students to fill out the checksheet. Students may refer back to the readings if they need to.

Debriefing Questions:

1. Which, if any, of the major causes listed on the checksheet pervaded all four revolutions?

2. Which, if any, revolutionary changes seem common to all four revolutions?

3. Which, if any, of the results of revolution seem common to all four revolutions?

4. In traditional studies of history, revolutions are treated separately in narrative accounts. However, as shown in this activity, some basic concepts about the phenomena of revolutions transcend separate studies. What new knowledge or insight have students gained from doing a comparative analysis of revolutions?

5. In general, what are the major *similarities* among the revolutions?

6. In general, what are the major *differences* among the revolutions?

Bibliography on Revolution for Further Study:

General

Hannah Arendt, *On Revolution*
Crane Brinton, *The Anatomy of Revolution*
E. J. Hobsbaum, *The Age of Revolution*
Chalmers Johnson, *Revolutionary Change*
Robert Palmer, *The Age of Democratic Revolution*

American Revolution

John C. Miller, *Origins of the American Revolution*
Edmund Morgan, *The Birth of the American Republic*
Samuel E. Morrison, *The Course of American History*

French Revolution

Georges Lefebure, *The Coming of the French Revolution*
Alexis de Toqueville, *The Old Regime and the French Revolution*

Russian Revolution

John Reed, *Ten Days that Shook the World*
Betram Wolfe, *Three Who Made a Revolution*

Chinese Revolution

Jan Myrdal, *Report from a Chinese Village*
Mao Tse-tung, *The Works of Mao*

Handout 16

CHECKSHEET FOR ANALYZING REVOLUTIONS*

I. Causes of Revolution

	1	2	3
A. Prior to the outbreak of revolution there was a weakening of loyalty and power of the country's leaders and government.	Partial Weakening	Substantial Weakening	Complete Weakening
1. French Revolution	☐	☐	☐
2. Russian Revolution	☐	☐	☐
3. Chinese Revolution	☐	☐	☐
4. American Revolution	☐	☐	☐
B. Writers and intellectuals criticized the existing government	To some extent	A Great Deal of Criticism	Complete, Continuous Criticism
1. French Revolution	☐	☐	☐
2. Russian Revolution	☐	☐	☐
3. Chinese Revolution	☐	☐	☐
4. American Revolution	☐	☐	☐
C. Violence, riots, and/or assassinations	To Some Extent	Occurred Often and Increased to outbreak of revolution	Occurred Continuously
1. French Revolution	☐	☐	☐
2. Russian Revolution	☐	☐	☐
3. Chinese Revolution	☐	☐	☐
4. American Revolution	☐	☐	☐

II. Revolutionary Changes

	Occurred Peacefully	Done voluntarily <u>after</u> substantial violence occurred	Violent Overthrow
A. Transfer of power to revolutionaries			
1. French Revolution	☐	☐	☐
2. Russian Revolution	☐	☐	☐
3. Chinese Revolution	☐	☐	☐
4. American Revolution	☐	☐	☐

*Based on a format suggested by Stanley Seaburg, <u>Teaching the Comparative Approach to American Studies</u> (New York: Foreign Policy Association, 1971).

c 1978 CTIR

B.	Civil War among parties within the "new" order	Involved small segments of the population	Substantial	Almost total
	1. French Revolution	☐	☐	☐
	2. Russian Revolution	☐	☐	☐
	3. Chinese Revolution	☐	☐	☐
	4. American Revolution	☐	☐	☐
C.	Program of revolutionary change.	Partial	Substantial	Almost Complete
	1) Government reorganization and institutions			
	a. French Revolution	☐	☐	☐
	b. Russian Revolution	☐	☐	☐
	c. Chinese Revolution	☐	☐	☐
	d. American Revolution	☐	☐	☐
	2) Economic system and institutions			
	a. French Revolution	☐	☐	☐
	b. Russian Revolution	☐	☐	☐
	c. Chinese Revolution	☐	☐	☐
	d. American Revolution	☐	☐	☐
	3) Social classes and institutions			
	a. French Revolution	☐	☐	☐
	b. Russian Revolution	☐	☐	☐
	c. Chinese Revolution	☐	☐	☐
	d. American Revolution	☐	☐	☐

III. Results of Revolution

A.	Conservative reaction. Many people in the "old" order existent prior to the revolution were returned to power.	Older groups back in power	Some members of old order back in power	Few or no members of old old order back in power
	1. French Revolution	☐	☐	☐
	2. Russian Revolution	☐	☐	☐
	3. Chinese Revolution	☐	☐	☐
	4. American Revolution	☐	☐	☐
B.	Government became more centralized.	Somewhat	A great deal	Complete & Extensive
	1. French Revolution	☐	☐	☐
	2. Russian Revolution	☐	☐	☐
	3. Chinese Revolution	☐	☐	☐
	4. American Revolution	☐	☐	☐

c 1978 CTIR

		Somewhat	A great deal	Complete & Extensive
C.	Economy became industrialized			
	1. French Revolution	☐	☐	☐
	2. Russian Revolution	☐	☐	☐
	3. Chinese Revolution	☐	☐	☐
	4. American Revolution	☐	☐	☐
D.	The political, material, and social conditions of citizens improved.			
	1. French Revolution	☐	☐	☐
	2. Russian Revolution	☐	☐	☐
	3. Chinese Revolution	☐	☐	☐
	4. American Revolution	☐	☐	☐
E.	A national cultural awakening occurs.			
	1. French Revolution	☐	☐	☐
	2. Russian Revolution	☐	☐	☐
	3. Chinese Revolution	☐	☐	☐
	4. American Revolution	☐	☐	☐
F.	International alliances and trade are extended.			
	1. French Revolution	☐	☐	☐
	2. Russian Revolution	☐	☐	☐
	3. Chinese Revolution	☐	☐	☐
	4. American Revolution	☐	☐	☐
G.	Imperialist ventures are undertaken; that is, the new government begins expanding its territory.			
	1. French Revolution	☐	☐	☐
	2. Russian Revolution	☐	☐	☐
	3. Chinese Revolution	☐	☐	☐
	4. American Revolution	☐	☐	☐

c 1978 CTIR

Students compare U.S. views of the American Revolution with viewpoints of other nations

U.S. History Topic:
American Revolution

Title: VIEWS OF THE AMERICAN REVOLUTION*

Introduction: Included in this activity are 13 excerpts from textbooks used in classrooms around the world. This is intended to be a pretest of student images about national bias. The tasks are to see how accurately students can determine the "national viewpoint" of the accounts and to verbalize reasons for the determinations they make.

One question this activity may leave your students asking is, "Who is right?" That, of course, is a complicated issue, but you can begin to explore the implications of the question by pointing out that every nation has a political "axe to grind" and that statements about a nation's past are made by people who are seeing the events through their own "national lenses," so to speak. These differing perceptions are often motivated by either purely political necessity or because of subtle conditioning that produces subconscious bias.

Objectives:

To compare (explore similarities and differences) accounts of the American Revolution.

To ascertain which particular national viewpoints are being expressed in the accounts, based solely on the students' preconceived knowledge.

To compare students' determinations (their perceptions of reality) with the actual correct answers.

To raise the question, "What is historical fact or truth?"

Materials: Handout 17, "Views of the American Revolution"

*From an idea suggested by John Benegar, Cherry Creek Schools, Denver, Colorado.

Grade Level: 9-12

Time: 60 minutes

Procedure:

Step 1. Divide class into pairs of students for this activity. Distribute one of the accounts to each pair of students. Ask the pairs to read their accounts of the American Revolution carefully.

Step 2. Ask volunteers to make a determination as to which nation they think the account came from. Have them explain their reasoning. What were specific clues they picked up in their reading? Then, go back through the accounts and tell them the correct national origin of each account. How do students explain misperceptions they might have held?

Follow-up:

1. Did any of the correct origins surprise students?

2. Was this an easy assignment? Why or why not?

3. Which account of the revolution do students think is most impartial? Explain. (Sometimes nations which were not involved in the conflict can be more objective.)

4. How do we deal with the question of which account is most "right" or "accurate." (Someone should suggest the use and need for multiple sources of data.)

Key to Views of the American Revolution:

1. France
2. Federal Republic of Germany (West Germany)
3. USSR
4. Argentina
5. Mexico
6. Canada
7. Ghana
8. Arab Republic of Egypt
9. Israel
10. Japan
11. India
12. Great Britain
13. People's Republic of China

Handout 17

VIEWS OF THE AMERICAN REVOLUTION

SELECTION #1

When one Indian tribe revolted, the London Government decided to maintain a small British army on a permanent footing in the 13 colonies. Also, the Governors, whose salaries had until that time been paid by the Assemblies of the several colonies, were henceforth to be paid by the Treasury in London, so as to make them more independent of the colonists.

To find the necessary revenues for these additional expenses, the English ministry decided to clamp down heavily on smuggling: in that way, customs duties would bring in more money. It then levied a new tax, called the stamp tax, which meant introducing to America the use of stamped paper sold at a profit by the English treasury (1765). The speculators, the merchants who were prospering on the smuggling trade, the lawyers, and the printers directly affected by the stamp tax stirred up violent riots, particularly in the colonies of Virginia, New York, and Massachusetts. Frightened, the English Government abolished the stamp tax and the agitation died down.

SELECTION #2

Because the colonies had also benefited from the English victory, the English Parliament wanted to have them help pay the Government debts. The English settlers were of the opinion, however, that only representatives elected by them had the right to tax them. But the settlers did not participate in the elections for the English House of Commons, and so the English state could not tax away a part of their possessions ("no taxation without representation"). Representatives of several colonies met for the first time in 1765 and addressed a petition to the King and Parliament. In 1766, the English Parliament had to drop its taxation plans because tax collection had failed in the face of settler resistance. This situation repeated itself during the coming years.

Finally, the English Parliament confined itself to a single, small tax that concerned tea imports in order to preserve at least formally the principle of English tax authority. But it was precisely this taxing authority that the Americans did not want to recognize. The English Governor of Massachusetts wanted to force collection of the tea tax in Boston. Only after the cargo had been unloaded and taxed could the ships leave the port again. During the night of December 16, 1773, Americans dressed up as Indians threw the cargo of a tea vessel into the water. English punitive measures against Boston only increased resistance in all of the 13 colonies.

c 1978 CTIR

SELECTION #3

As it guarded the English bourgeoisie against rivals, the English Parliament strove in every way to cramp the development of industry and trade in the American colonies. Parliament prohibited construction of ironmaking works in America and then the manufacture of any sort of fabrics, and it prescribed that they be imported readymade from England.

The poor farmers and workers were outraged in 1763 when the English King forbade movement into the Western territories so that the settlers on the lands of the English aristocrats would pay quitrent. But the colonists seized the land of the large landowners and repeatedly rebelled against the colonial authorities. . . . . .

Thus, during the Revolutionary War, in the course of a fierce class struggle, power in the United States passed from one class to another - from the aristocratic landowners to the commercial and industrial bourgeoisie of the North, which ruled in an alliance with the slaveowning planters of the South.

This signified that a bourgeois revolution had taken place in the United States. A republic was set up, the equality of all before the law was proclaimed, and slavery was gradually abolished in the northern States. But the capitalists and slaveowners took advantage of the people's victory to strengthen their own domination.

SELECTION #4

The Declaration, which reverberated throughout the world, proclaimed three fundamental principles. The first states that all men are endowed by God with certain natural rights, such as life, liberty, and the pursuit of happiness. These so-called natural rights would later be embodied in the French Revolution's Declaration of the Rights of Man and of Citizens. The second declared that "Governments . . . (derive) their just powers from the consent of the governed." Finally, it stated that it is legitimate to overthrow a government by force of arms and establish another in its place when it does not respect natural rights.

c 1978 CTIR

SELECTION #5

In 1773, three English ships arrived in Boston with 340 chests of tea. The colonists refused to allow the tea to be landed, but the Governor of Massachusetts would not permit the ships to depart. A group of colonists disguised as Indians boarded the ships and threw the chests of tea into the water. England, offended, declared the port closed and placed it under military control. The King imposed a council to govern the colony. Public meetings were not permitted without permission of the Governor. Those responsible for the uprisings were to be judged outside the colony. The port of Boston was not to be reopened if the colonists would not permit enforcement of the laws. General Gage was appointed Governor of Massachusetts with orders to apply the above laws, which the people in the colonies called the "Intolerable Acts." . . . . .

The independence of the United States had an enormous effect in America and in Europe. The road to achieving liberty and the natural rights of man had been charted. The absolute monarchies and autocracy entered a period of decline.

The colonies of Hispanic America watched with interest the separation of the English colonies from their mother country. Creoles and mestizos felt their spirit of independence strengthen, but they were aware that it was not the opportune moment to rebel.

SELECTION #6

What then were the causes of the American Revolution? It used to be argued that the Revolution was caused by the tyranny of the British government in the years following the Seven Year's War. This simple explanation is no longer acceptable. Historians now recognize that the British colonies were the freest in the world, and that their people had rights and liberties, such as elected assemblies and trial by jury, which were enjoyed in no other empire. But if the British government was not guilty of tyranny, it was guilty, as we shall see, of a failure to understand the real difficulties of the situation. Unfortunately, the 1760's were a decade of weak and divided leadership in England, and the government showed a bungling stupidity which invited disaster no less surely than tyranny would have done. . . . . .

Two causes of the Revolution have been suggested - the difficulty of reorganizing a vast and complex empire after the Seven Year's War and the mistakes in judgment of the British government. A third must be added, the feelings of strength and sturdy independence which had resulted from over a century of growth. The Thirteen Colonies were no longer in their infancy. Their people numbered over two million and many of them had never seen England.

c 1978 CTIR

SELECTION #7

To sum up, the American victory was the result of good leadership, a better knowledge of the geography of the country, and help from France and other European countries. Britain's defeat was caused not only by the great distance between the battlefield and the home country, but also by poor leadership and the difficulty of fighting on several fronts at once.

The American colonies' successful struggle for independence was a revolution. It was the first time in modern times that a colony ruled from outside had rejected foreign rule and formed a nation of its own. Britain learned an important lesson from this. From that time onwards, Britain had a new attitude towards some of her colonies, such as Canada and, later, Australia, where her own people had settled. In their other colonies, however, the British repeated the mistake of keeping colonial rule for too long a time. This led to another revolution: the emergence of self-rule for the former Asian and African colonies.

SELECTION #8

Europe's stand regarding the American Revolution. - This victory had a great impact upon raising the spirits of the Americans, and upon the stand European countries took toward the American Revolution and toward England. France sided with the Americans, not because it favored freedom, as France was itself an imperialistic country, but because it wanted to take revenge upon England, which had usurped from it a large part of North America. France sent the Americans a fleet and armed forces that joined Washington's army.

Spain entered the war against Britain in order to recapture Gibraltar from it.

Sweden, Denmark, and Russia organized themselves into "armed neutrals" and declared that they had the right to deal with the Americans, thereby challenging England, which claimed to itself the right to search neutral ships in order to prevent them from helping the Americans.

When Holland helped the "armed neutrals," England declared war against her. Thus Britain could not find any allies, and the American colonies were able to complete their victory over Britain.

c 1978 CTIR

SELECTION #9

In English public opinion, and also in Parliament, various views were held with regard to the colonies. The Whig Party, at that time in opposition, included men like William Pitt the elder, the known writer Edmund Burke, and others who saw the Government's actions as expressions of George III's absolutist inclinations. The opposition of the colonies to these actions was, in their opinion, a continuation of the struggle of the English people for their rights. They demanded accommodation with the colonies, which in turn should modify some of their demands. The King and his adherents were vigorously opposed, since they regarded the colonists' demands and their actions as rebellion and treason and believed that the only way out was to overcome the rebellion with brute force. Military commanders in America received instructions in this spirit and were sent reinforcements. . . . .

The colonists' struggle had awakened many echoes in European countries and had engaged the sympathies of freedom fighters among different peoples, including England's enemies. The representatives of the rebels were energetically active in the capitals of Europe in order to gain moral support and financial and military aid. Many Europeans regarded it as their duty to participate actively in the colonists' war for freedom. Thus the rebel army was joined by Lafayette the Frenchman, Kosciuszko the Pole, Steuben the German, and others. The French Government saw in the rebellion an opportunity to try to invalidate the results of its defeat in the Seven Year's War, but from the outset of the war it limited its help to the supply of arms and the extension of credit only. The battle of Saratoga freed the colonies from their military isolation. France declared war on England and a short while later was joined by Holland and also by Spain, which hoped to recapture Gibraltar and Florida.

SELECTION #10

The 13 English colonies on the American continent were the result of the efforts of the Puritans, who were seeking freedom of religion in the New World, and of people interested in trade and developing new lands. Although under the control of the mother country, the colonists were strongly imbued with the spirit of freedom and independence, and they developed democratic autonomy through their respective colonial assemblies. In the North, commerce and industry thrived along with agriculture by landowning farmers, while in the South, tobacco and cotton plantations flourished through use of black slaves.

However, England, the mother country, limited the growth of commerce and industry in the American colonies by means of a mercantile policy of using the colonies as a source of raw materials and at the same time as a market for English products. For this reason, the colonies became more and more discontented with England, but during the Seven Year's War (1756-63) there was no outbreak of disputes because the support of the home country was needed.

c 1978 CTIR

SELECTION #11

The words of the Declaration of Independence regarding the equality of all men and the 'unalienable rights' of man electrified the atmosphere in America and outside. Lafayette, the French general who fought on the side of American revolutionaires, was soon to become a hero of the French Revolution. Thomas Paine, a kind of international revolutionary, also participated in the French Revolution. By its example, the American Revolution inspired many revolutionaries in France and revolutions in Europe later in the 19th century. It encouraged Spanish and Portuguese colonies in Central and South America to rebel and gain their independence.

The new achievement of the American Revolution was the establishment of a republic, The republic was not truly democratic. The right to vote was limited. Negroes-still more so American Indians, and women had no vote. Election laws in all states favored men of property for many years. But progress towards democracy began. In some states, state religion was abolished, along with religious qualifications for holding public offices. The foundations of aristocracy were attacked, by abolishing such privileges as quitrents and titles. But for slavery, compared with other governments at that time, the American republic was very democratic.

SELECTION #12

Even had the British won the war in America the political problem would have remained acute. A settlement on British terms would have left unsatisfied deep-seated American aspirations, further sharpened as these would have been by the struggle. And even if the situation could have been kept under control for the time being, for how long would this have been possible? The population of the colonies was doubling itself about every thirty years- a far higher rate of increase than that in the mother country. There were no population-statistics in the eighteenth century, but the general trend was clearly recognized, The significance of this dynamic aspect of the colonial problem appears entirely to have escaped the attention of the ministers. Time and again they said in effect:"We must assert British authority now, or it will be too late.' But they failed to face the problem, how this authority was to be maintained under foreseeable future conditions. The object for which they led their country into war was, in the long run, incapable of fulfilment. Herein lay an ultimate proof of their lack of statesmanship.

c 1978 CTIR

SELECTION #13

The war for American independence was a war of the masses. In the colonies of North America workers, farmers, handicraftsmen, seamen, fishermen, and the like were the main forces in this revolutionary war. They took an active part in the war by organizing militia contingents to attack British troops everywhere. During the war the broad masses and the soldiers braved cold and hunger, overcoming all kinds of hardships and persisting in carrying the revolutionary war through to its victorious conclusion.

During the war patriotic women also played a big role. They warmly supported the War for Independence and freedom in all ways. While men went to the front, they took over the tasks of production in the rear. They tilled fields and wove cloth, and sent food, garments, and other articles to support the front. When Washington was in a precarious situation retreating with his Continental Army into Pennsylvania, the women of Philadelphia raised a huge fund of almost L300,000 to procure winter clothes for the revolutionary army. This event deeply moved the fighters. Under fire on the battlefields, women risked their lives for the Continental Army to bring ammunition, transmit intelligence, and rescue the wounded. Some even served as artillery gunners and performed glorious war deeds. The victory in the war for American independence was inseparable from the efforts of patriotic women.

During the war for American independence Negroes also made great contributions. In America at that time there were 600,000 Negroes, making up one-fifth of the total population. This was quite a large force. Because the plantation owners and the bourgeoisie stubbornly maintained the evil system of Negro slavery, 550,000 of the 600,000 Negroes were enslaved like beasts, devoid of any personal freedom. After the outbreak of the war, America not only failed to organize the Negroes but guarded them even more closely, thus intensifying their oppression. This seriously impeded their participation in the war. It was also one of the important reasons why the war for American independence was slow in achieving victory. Be that as it may, the Negroes still played a great role in the war. During the war, at least 5,000 Negroes fought in the American revolutionary army. In 1778, the batallions of Washington's Continental Army had an average of 54 Negroes each. There were Negroes fighting in every important battle; they fought bravely and well and repeatedly established records of distinction. In the sturggle for American independence, blood was shed in common by Negroes and whites alike. . . . . .

As a bourgeois revolution against colonial oppression and feudal oppression, the war for American independence had a great progressive significance in American history, but at the same time it also had the limitations of a bourgeois revolution. A bourgeois revolution is really only one exploiting group replacing another in seizing and holding power. The victory in the war for American independence only enabled the bourgeoisie and the plantation slaveowners to grasp political power, while the broad masses of the people were still relegated to an exploited and oppressed status.

The popular masses are the masters of history. During the war for American independence, workers, handicraftsmen, farmers, and Negroes made up the vast majority of the working people in the population. They not only opposed the British colonial rule, but they also wanted to push the revolution to a still higher stage.

The American people are a great people. They have a revolutionary tradition. At present, they are in a state of new awakening. We believe that the American people will make still greater contributions to the cause of human progress in the future.

c 1978 CTIR

Students discover some surprising similarities between the early days of our nation's history and newly emerging states

U.S. History Topics:
Colonialism
Imperialism
Nationalism/Nation Building

Title: WHO WAS IT?

Introduction: This is one way to begin a comparative study of U.S. history. Students are to ascertain which newly emerging nation the reading (Handout 1) refers to.

The activity illustrates that the United States' development was not a completely unique experience. It sets the stage for comparison.

Objectives:

To hypothesize which new nation the short reading describes.

To recognize that the United States' emergence as a new nation was not an entirely unique experience.

Materials: (1) Handout 18, "A Reading"
(2) Handout 19, "That Was Us"

Grade Level: 7-12

Time: 20 minutes

Procedure:

Step 1. Distribute copies of handout 18, "A Reading," to each student. Ask students to respond to the question at the bottom of the page. Ask for reasons for the responses. Record responses on the chalkboard.

Step 2. Distribute copies of handout 19, "That Was Us." Let them read it, then discuss the follow-up questions.

Follow-up:

1. What made the U.S. experience as a new nation different from other newly emerging nations?

2. What made the U.S. experience similar?

Handout 18

A READING

In a bitter remark made by a spokesman for the Western world, a European diplomat lashed out at a new nation for acting "better than the other nations on earth." This new nation's leaders, said the diplomat, see their country "as the only place on earth resting on a firm foundation" and the only country "embellished by wisdom."

Even many friends of this new nation became disappointed because it insisted upon being neutral between the two Great Powers of the world. As one of the new nation's leaders put it, "we don't want to become a political football between opposing nations."

This new nation wants nothing to do with the so-called "Great Power" struggle: it wants to trade with anyone it chooses; it wants grants, loans, and technical assistance--without any strings attached! It avoids any military commitments; it supports any rebellion against colonialism; and it calls other nations immoral, while it doesn't hesitate to take over territory, oppress its own minority groups and seeks to limit internal political opposition.

WHICH NEW NATION DO YOU THINK THIS IS?

c 1978 CTIR

Handout 19

THAT WAS US

That new nation described on the preceding page is the United States during the first 50 years of its existence. The European diplomat who complained about our moral piety and expansionist policy was a Spaniard, Don Luis de Onis, in 1821. The new nation's leader who didn't want us to become a "football" between the Great Powers (France and England at the time) was John Adams.

Reading adapted from Alan F. Westin, "We, Too, Were Once a New Nation," *New York Times* (August 19, 1963).

c 1978 CTIR

Discussion stimulator which asks students to ascertain what rights should be accorded persons at various age levels

U.S. History Topics:
U.S. Constitution
Current Events

Title: A BILL OF RIGHTS

Introduction: When the Constitution and Bill of Rights were originally drafted, they implicitly excluded certain groups in our society--Blacks, women, Indians, persons under "majority" age, depending on the context of a specific section in the document. Throughout U.S. history, the legal tendency has been to include more and more groups under the acquisition of civil rights, including the young.

This activity raises a great deal of interest and controversy among students. Usually, despite the controversy, most students begin to see the complexities in determining legal ages and that most decisions are arbitrary, yet have to be made.

Objectives:

To decide at what age certain rights ought to be granted.

To compare at least two age groups' reactions to the proposed "bill of rights."

Grade Level: 7-12

Time: 60 minutes

Materials: Handout 20, "A Bill of Rights"

Procedure:

Step 1. Distribute a copy of the handout to each student.

Step 2. Divide students into groups of five to six students each.

Step 3. Ask each group to decide on a specific legal age for each of the proposed "rights" listed on the handout.

Step 4. Hold a class discussion on the ages chosen in the groups and the rationales for choosing them.

Step 5. Locate a social studies class at a different grade and age level and ask the teacher if his/her class could do the same activity.

Step 6. Compare your class' choices with those of the younger/older age group. Try to find out as much as you can about the reasoning that went into the other class' decisions.

Debriefing:

1. How do you account for any major differences in responses to the handout between members of your class and members of the other class.

2. A great deal of discussion in this activity usually focuses on the comment that "it all depends on the maturity of the people involved as to whether or not they should have a certain right." Yet, as a society, we must have some age limits set unless government were allowed to become unmanageable in trying to determine who was mature and who wasn't mature enough to, say, learn to drive an automobile. Which of the items on the handout do you feel should be left under the control of the parents? Under the control of state or federal law? Under the control of you?

Handout 20

A BILL OF RIGHTS

At what age do you believe a person ought to have the following rights?

- The right to choose his/her own friends _____
- The right to decide what food to eat _____
- The right to decide whether or not to go to school _____
- The right to decide, if any, what religion to practice _____
- The right to trial by peers _____
- The right to decide when to go to sleep _____
- The right to have a job and to spend money one earns from that job as one pleases _____
- The right to vote in all elections _____
- The right to run for President of the United States _____
- The right to run for any other political offices _____
- The right to choose where to live _____
- The right to watch any movies, regardless of G, PG, R, or X rating _____
- The right to read any books _____

c 1978 CTIR

Students compare views of U.S. history portrayed by textbooks published in a variety of countries

U.S. History Topics:
Colonization of the New World
Hiroshima and Nagasaki

Title: WHAT'S THE SOURCE?*

Introduction: Given an historical event from our nation's past, how accurately can students pinpoint the source of the information? Students are given selections from several foreign textbooks and must decide what country selection is from. The activity focuses on students' abilities to recognize ethnocentric and nationalistic bias.

Objectives:

To sort out elements that constitute ethnocentric attitudes--nationalism, political and economic ideology, language, etc.

To recognize how ethnocentric attitudes are expressed.

To recognize that objectivity in reporting information is difficult in any nationalistic context.

Materials: Handout 21, "What's the Source?"

Grade Level: 9-12

Time: 45 minutes

Procedure:

Step 1. Distribute copies of the handout.

Step 2. As students read through the various excerpts on the handout, ask them to decide which nation or region of the world each is from.

Discussion:

1. Do student guesses coincide with the factual answers? How was it possible for students to make certain guesses more accurately than others?

*Sources used for this exercise: Henry W. Bragdon and Samuel P. McCutcheon, *History of a Free People* (London: The Macmillan Co., 1969); and Donald W. Robinson (Ed.), *As Others See Us: International Views of American History* (New York: Houghton-Mifflin, 1969).

2. To what extent do students think the differences in treatment of certain issues in different textbooks throughout the world are attributable to nationalism? To political and/or economic ideology? What other factors? In what ways are these factors interrelated?

3. Why do students think that a book from a particular country discusses some events more than others of their own and other countries' histories?

4. "Bias is not necessarily a *good* thing or a *bad* thing, it just exists." Do students agree or disagree with this statement? Explain.

Sources for Excerpts:

1: (Mainland China) *Modern History of the Recent World*, Li Ch'un-wu, et al. (Peking: Publication Company for Peoples' Education, 1965) pp. 15-16.

2: (Great Britain) *Portrait of World History, II*, Geoffrey Williams (London: Edward Arnold Publishers, Ltd., 1962) pp. 211-212.

3: (USSR) *History of the USSR: The Period of Socialism. Textbook for Middle School*, I. B. Berkhin, M. I. Belenkii, and M. P. Kim (Moscow: "Educational" Publishers, 1966) pp. 308-309.

4: (East Germany) *Textbook for History Class 10, Part I, High School and Expanded High School*, Dr. Stefan Doernberg, et al. (Berlin: Publicly-Owned and Administered Publisher, 1965) pp. 56-57.

5: (Israel) *History, Vol. 4, Part II*, M. Siv and S. Atlinger (Haifa: The Juval Publishing Company, Ltd., 1965) p. 304.

6: (United States) *History of a Free People*, Henry W. Bragdon and Samuel P. McCutcheon (London: The Macmillan Co., 1969) pp. 680-681.

Handout 21

WHAT'S THE SOURCE?

Below are excerpts from various textbooks throughout the world.

Each excerpt deals with a specific period or topic in American history.

Can you identify the nation or region of the world each account is from?

Colonization and the Growth of the New World:

Excerpt 1: "In the process of colonizing North America, the native Indians suffered. . .enslavement, destruction, and slaughter. . . Negroes were widely employed to do hard labor, especially in the South. . . Negro escapees, after being captured, would receive very brutal punishment.

"In the North American colonies, the capitalists and landlords began to develop the economy by using property seized from the Indians and by exploiting the Negro slaves."

Excerpt 2: "It is important to remember that the colonization of America was achieved not by the British government but by private stock companies or else by individuals who had been given land by the King. Among the passengers making the three months' trans-Atlantic trip were: men escaping from creditors; the younger sons of well-to-do families who, because of the English law under which the eldest son inherited everything, were forced to seek their fortunes; men who wished to practice a more simple and rigid Christian faith than was allowed by the King; and adventurers drawn by the idea of a new land. By far the largest number of emigrants, however, left the Mother Country because they were finding it difficult to make a living. The enclosure of land for sheep farming had caused an acute shortage of land and high rents."

Bombing of Hiroshima and Nagasaki:

Excerpt 3: "On the eve of the Soviet Union's entry into the war against Japan, American aircraft on August 6 and 9 at the order of Truman. . . dropped two atomic bombs on the Japanese cities of Hiroshima and Nagasaki, killing or crippling four million inhabitants. This barbaric act of using atomic weapons had no military justification. By dropping bombs on the Japanese cities, the imperialists of the U.S.A. wanted to intimidate the entire world, above all the Soviet Union. This was the beginning of the agressive course of the United States for the establishment of world supremacy."

c 1978 CTIR

Excerpt 4: "Despite the certainty of imminent victory, the United States government dropped the atom bomb on Hiroshima (August 6) and Nagasaki (August 9). It almost totally destroyed these cities. The atom bomb killed more than 300,000 Japanese and wounded 200,000. Subsequently, 155,000 people died with terrible suffering in the weeks, months or years after the bombing.

"The dropping of the atom bomb was of as little consequence to the outcome of the war as was the destruction of Dresden. Through this barbaric use of atomic weapons the American imperialists wanted to demonstrate the monopoly which they then held in this field and to intimidate other peoples. . ."

Excerpt 5: "The Americans, who were not aware of the difficult position of the Japanese, were afraid that the war might go on much longer and would demand more terrible losses. It was because of these considerations that the leaders of the United States decided to use a new and most horrible weapon, the atom bomb. It was manufactured in the United States with the help of refugees, some of them Jews from Germany."

Excerpt 6: "The most terrible weapon the world had ever known made it unnecessary to invade Japan or to count on the Russians for help. In complete secrecy American and European scientists had developed an atomic bomb. The first of these was exploded in New Mexico on July 16, 1945; its destructive power was equal to 20,000 tons of TNT. On July 26 the President urged Japan to surrender at the risk of destruction, but the Japanese prime minister said the warning was "unworthy of public notice." On August 6 an atomic bomb nearly wiped out the Japanese city of Hiroshima and killed over seventy thousand inhabitants. Two days later Russia entered the war and invaded Manchuria. After a second bomb was dropped on the city of Nagasaki on August 9, the Japanese government agreed to end the war. The surrender took place on September 2 on the battleship Missouri anchored in Tokyo Bay."

c 1978 CTIR

Students discover that the kinds of images people are exposed to makes a great deal of difference when they're asked whether a particular picture is from a "developed" country or an "underdeveloped" country

U.S. History Topics:
Nation Building
Nationalism
Industrialization

Title: THE U.S. AND OTHER COUNTRIES--DEVELOPED AND UNDERDEVELOPED

Introduction: Students are encouraged to look at the influence of data on peoples' images in this activity. Students are to classify pictures as representing "developed" or "underdeveloped." In other words, students decide which pictures represent developed countries and which represent underdeveloped countries. The activity is not meant to invalidate the term "development." Rather, it's purpose is to indicate that there are many possible dimensions to the term's meaning than is commonly thought. The underlying question is, is national development linked exclusively to technology and economics, or are there value questions involved in determining the meaning of the term.

Objectives:

To rate pictures as either a developed country or an underdeveloped country, based on students' preconceived notions of the meaning of developed and underdeveloped.

To recognize the effect of the kinds of data we're exposed to when making judgments.

To recognize that there are value judgments implied in classifying countries as being developed or underdeveloped beyond purely economic and technological considerations.

Grade Level: 7-12

Time: 45 minutes

*Adapted from an idea by H. Thomas Collins, American Field Service.

Materials: (1) Handout 22, "Developed or Underdeveloped"
(2) Set of pictures from various countries. Collect a set clipped from magazines. Your objective in the selection process is to choose pictures that seem atypical of a "developed" country and "underdeveloped" country, to "load the data" as it were.

Procedure:

Step 1. Distribute a copy of the handout, "Developed/Underdeveloped," to each student.

Step 2. Instruct students as follows: "IN A FEW MOMENTS I AM GOING TO FLASH A SERIES OF PICTURES FOR YOU TO SEE. EACH PICTURE IS FROM A DIFFERENT COUNTRY. AS YOU VIEW THE PICTURES, MARK THE NUMBER OF EACH PICTURE IN THE APPROPRIATE COLUMN. IN OTHER WORDS, IF YOU THINK PICTURE NUMBER ONE IS FROM AN UNDERDEVELOPED COUNTRY, THEN PLACE THE NUMBER "1" IN THE RIGHT HAND COLUMN, LABELED "UNDERDEVELOPED," AND SO ON THROUGH NUMBER 15."

Step 3. Go back through the pictures and tell students the correct answers. Ask students to place a checkmark beside each wrong answer.

Debriefing:

1. How many students got a perfect score? If not, why? (Obviously, the data--pictures--are "loaded" in the sense that the stereotypic views of what most people think of as being developed and underdeveloped are contradictory to the way many scholars classify the particular countries.)

2. How important is the kind of data we're exposed to in the media on our evaluations of a particular country and its peoples?

   NOTE: This is very important! A positive value of the activity is to get students to question the data they're viewing or reading. For example, what views or images of other countries do their school textbooks present? Is Africa basically seen as a primitive, tribal, jungle-type of place? The data we're exposed to, especially in the form of pictures, are crucial in determining what our composite view of a particular country or group of people is like.

3. (Here's a stickler!) What does developed mean? What does underdeveloped mean?

4. Included here are a few scholars' definitions and comments. Write them on the chalkboard and see which ones would be of the most help in doing this activity. Like any other broad concept, there are almost as many definitions as there are scholars.

No country was ever in an original state of *under*development, although it may have been *un*developed. The process of development and underdevelopment began when the European nations began their world-wide mercantilist and capitalist expansion.

Andre Gunder Frank, (1972)
Dependence and Underdevelopment

Underdeveloped countries. Countries with per capita G.N.P. (Gross National Product) *below* the world mean ($200 calculated from available statistics for 96 countries) range from Nepal to Iraq and are easily classified as *underdeveloped*. . . nearly all of these countries lie in Asia, Africa, the Middle East, and Latin America. . ..

Jagdish Bhagwati, (1966)
The Economics of Underdeveloped Countries

Economic development may be discussed in terms of the two essential and interrelated functions of saving and investment. . . The economic aspect of modernization has been so dramatic that many have regarded it as the central and determining force in this process. In fact, however, economic development depends to a great extent on the *intellectual* and *political* (emphasis added) aspects of the process, the growth in knowledge and the ability of political leaders to mobilize resources. . ..

Cyril E. Black, (1966)
The Dynamics of Modernization

Most of the. . .literature about "developed" and "underdeveloped" nations is concerned at heart with technological and economic changes. . .. [However, the problem comes to fore when we consider that] for the future some direct measure of economic productivity is required, and *developed*, like *modern*, becomes a relative concept, not an absolute state. The higher the productivity, the more developed the economy, and as we move into the future, the present developed nations will seem very backward indeed.

A. F. K. Organski, (1967)
The Stages of Political Development

Handout 22

DEVELOPED OR UNDERDEVELOPED

Developed Country	Underdeveloped Country

c 1978 CTIR

Students make hypotheses about Chinese immigration while "sharpening" their graph reading skills

U.S. History Topics:
Immigration

Title: CHINESE IMMIGRATION

Introduction: This activity requires that students read and interpret a graph and make hypotheses that need to be further verified by the students. Suggestions are included for students who wish to pursue further verifications of these hypotheses.

Objectives:

To analyze and interpret a chart on Chinese immigration.

To provide a basis for looking further into verification of hypotheses made about the chart.

Grade Level: 6-12

Time: 20 minutes (plus research time for interested students)

Materials: Handout 23, "Chinese Immigration, 1880-1924"

Basic Skills Emphasized:

1. Reading graphs.
2. Interpretation of numerical data.
3. Hypothesis formation activities.

Procedure:

Step 1. Distribute copies of handout, "Chinese Immigration, 1880-1924."

Step 2. Ask students to: WRITE DOWN AT LEAST FIVE STATEMENTS ABOUT IMMIGRATION FROM CHINA INTO THE U.S. FROM 1880-1924. (For example, fewer Chinese immigrants entered the U.S. in the decade 1900-1910 than between 1910 and 1920.)

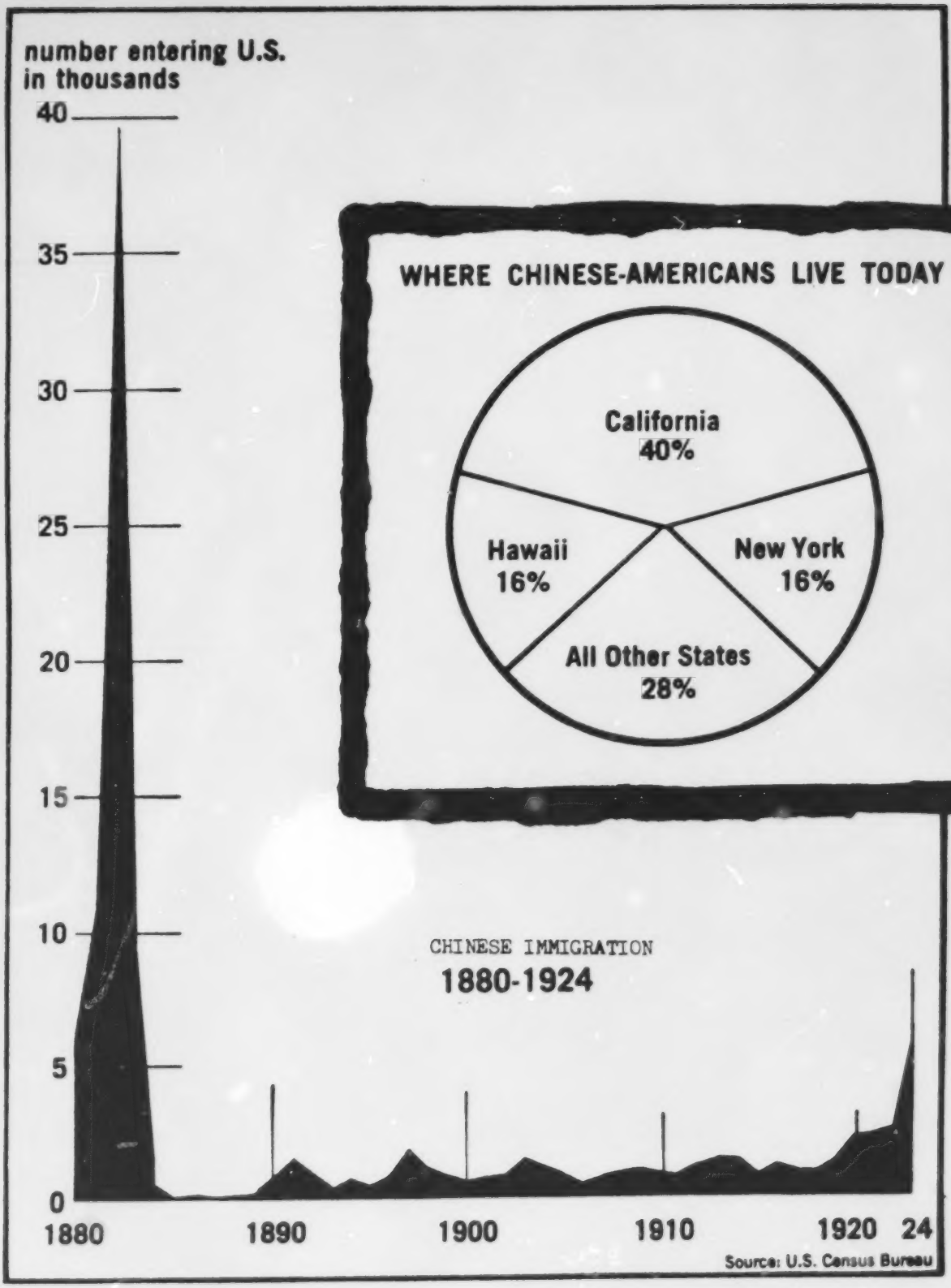
Debriefing:

1. What hypotheses can students suggest about the increase in immigration between 1880 and 1885?

2. Ask a committee of students who are interested (there may not be any!) to use the library to check out the hypotheses the class has generated. The hypotheses suggested by students should be recorded for the committee. When the committee has completed its work (probably outside of regular class time), ask the members to report their findings. Which hypotheses were most accurate? In what specific ways did the committee have to change the hypotheses made by the class?

3. What other specific things about Chinese immigration were hypothesized from the activity?

4. What is a graph? What kinds of graphs would students use to help in their day-to-day living?


number entering U.S.
in thousands
40
35
30
25
20
15
10
5
0
1880
1890
1900
1910
1920
24
CHINESE IMMIGRATION
1880-1924
WHERE CHINESE-AMERICANS LIVE TODAY
California
40%
Hawaii
16%
New York
16%
All Other States
28%
Source: U.S. Census Bureau

c 1978 CTIR

Students reflect on ethical questions about conquest and settling new frontiers by projecting the questions into the future--who should own the planets?

U.S. History Topics:
Frontier
Imperialism

Title: NEW FRONTIERS

Introduction: A standard part cf any U.S. history course involves the settling and development of the frontier. Implicit in most narrative accounts of this historical phenomenon is the concept of imperialism and the normative question of justice involved in expanding into new territory. As part of your students' study of the American frontier, we suggest that you extend the question hypothetically into the future. Since habitable space on our own planet today is limited for national expansion, we have set the question in an interplanetary perspective. "Was it right for the U.S. to expand into the Southwest as it did?" is largely an academic question, since that expansion has occurred. However, "Who should own or claim territory on other planets?" is a question that possibly faces citizens of the future.

Objectives:

To evaluate criteria for national and/or international expansion.

To relate past historical motives for expansion to possible future motives; that is, to compare the same normative questions about the right to expand territory over time.

Grade Level: 9-12

Time: 45 minutes

Materials: Handout 24, "Who Should Claim Territory in Outer Space?"

Procedure:

Step 1. Distribute copies of the handout to students.

Step 2. Using past accounts of U.S. territorial expansion, review or discuss the reasons for that expansion. Ask students about their personal feelings regarding our reasons for expansion. You may also wish to use a case example of another nation's territorial expansion, e.g., Soviet expansion into Eastern Europe following World War II. What were Soviet motives? Were they justified? Are they comparable to U.S. motives for acquiring areas in the South Pacific?

Step 3. Ask students to fill in the handout according to their personal judgments.

Debriefing:

1. Ask for volunteers to give their responses from the handout.

2. How do students' reasonings compare (similarities and differences) to that used by government officials in past territorial expansion?

Handout 24

WHO SHOULD CLAIM TERRITORY IN OUTER SPACE?

Introduction to Students:

Who should be able to claim territory in outer space? Because we and the USSR have the most immediate potential for getting to other planets, should the questions be answered on the basis of first come, first serve? Should the questions be settled by somehow determining which nation can most adequately develop the area's resources? Should we automatically share what our nation "pioneers" with the rest of the world? Should any nation on earth be denied the right to use any other part of the universe except for what they own on their own planet? Give your possible reasons below:

The U.S. should own parts of other planets it discovers because:

_____

_____

_____

The world should own other planets because:

_____

_____

_____

No one should own other planets or parts of them because:

_____

_____

_____

c 1978 CTIR

SECTION THREE

SOME SAMPLE ACTIVITIES FOR DEVELOPING AND USING BASIC SOCIAL STUDIES SKILLS

Students read and interpret charts and graphs which represent the flow of immigration into the United States.

Title: INTERPRETING IMMIGRATION STATISTICS

Introduction: Review of immigration statistics reveals some interesting patterns and changes in U.S. history. Moreover, the implications of these changes for ethnic groups living in the United States could be profound. Students are asked to analyze a table and to make hypotheses about immigration and ethnicity.

Objectives:

To read and interpret immigration statistics.

To make hypotheses about immigration policy and ethnicity in the United States.

Grade Level: 9-12

Time: 45 minutes

Materials: (1) Handout 25, "Immigrants to the United States by Region of Origin, 1820-1974"
(2) Handout 26, "U.S. Immigration Policy: An Historical Overview"

Basic Skills Emphasized: Reading and interpreting data

Procedure:

Step 1. Distribute copies of handout 25 to students. Let them study the table carefully. Make certain that students read and understand the following components of the table:

- Title
- Source
- How the data are expressed (In percentages, thousands, millions?)
- Dates (Are the periods the same length?)
- Regions of the world (It might help to use a globe or world map.)
- Changes in the figures from region to region and time period to time period.

Step 2. On a separate sheet of paper, ask students to write down at least five things or statements about the table. (Examples: The time periods listed on the table are not equal in length. The numbers of immigrants from Asia have increased since 1820.)

Step 3. Have students share their statements with the rest of the class. Compile a class list on the chalkboard or a transparency. Have students study each statement to see if they agree or disagree with it.

Step 4. Pass out and read Handout 26, "Immigration Policy: An Historical Overview." Students should see reasons for the changes in numbers and regions of origin on the table. Tell them to place a circle (in pencil, preferably) around those figures on the table that they think were affected by changes in immigration policy as listed in the historical overview.

Follow-up:

1. What changes have occurred in the size of the immigrant population since 1820?

2. What shifts in regions of immigrant origin have taken place since 1820? What hypotheses can be made about why these shifts have taken place? How might students go about verifying these hypotheses?

3. What other factors beside immigration policy might have affected the figures and changes?

4. Some ethnic groups have become larger, some smaller, due to immigration rates and policies. What effects do students think immigration rates and restrictions or removal of restrictions would have on ethnic groups in the United States? For example, what effects would an immediate full restriction on immigration from Mexico have on the Mexican-American community in the United States? Psychologically? Socially? Politically? Economically?

IMMIGRANTS TO THE UNITED STATES BY REGION OF ORIGIN, 1820-1974
(in thousands)

	1820-60	1861-1900	1901-30	1931-60	1961-70	1971-74
Northern and Western Europe	4616	9524	4208	1629	574	105
Southern and Eastern Europe	36	3108	10,751	655	551	244
Northern America	157	1019	2152	840	413	68
Latin America	25	17	870	576	1303	635
Asia	42	336	536	205	428	461
Africa	---	2	22	23	29	22
Australia and New Zealand	---	20	33	28	19	9
Total	4876	14,026	18,572	3956	3317	1544

Source: 1820-1965, Taeuber, Irene and Conrad, PEOPLE OF THE UNITED STATES IN THE 20TH CENTURY, U.S. Bureau of the Census, 1971, p. 93; 1966-1974, U.S. Immigration and Naturalization Service, 1974 ANNUAL REPORT. Printed in INTERCHANGE, Population Reference Bureau, Inc., Population Education Newsletter, Vol. 4 No. 3, September, 1975.

c 1978 CTIR

Students delve into nostalgia items to compare their present life and times with a past generation.

Title: MAGAZINES AND NEWSPAPERS--KEYS TO COMPARING PAST AND PRESENT

Introduction: Since there are so many ways to fruitfully use old magazines and newspapers, a number of suggestions are provided with the hope that you and your students will think up and do many more.

Objectives:

To use old newspapers and magazines as "keys" to life styles, values, and issues of the past.

To compare past life styles, values, and issues with those practiced and held by students today.

Grade Level: 7-12

Time: Varies, depending on you and your students' choice of activities

Materials: (1) Handout 27, "Suggestion Slips"
(2) A collection of old magazines and newspapers

Most major cities have nostalgia shops where you can obtain such a collection. By sending $10.00 along with a request for an assortment of old magazines and newspapers, you can obtain a starter collection from The Nostalgia Shop, 2431 S. University Blvd., Denver, Colorado 80210. As an alternative, try to borrow a collection for use in your classroom from a library.

Basic Skills Emphasized:

1. Hypothesis formation and verification
2. Reading
3. Interpreting primary history sources

Procedure:

Step 1. Divide the class into groups of three to six students each, depending on the amount of magazines and newspapers available.

Step 2. Cut apart and distribute suggestion slips to groups. Slips can be distributed by student selection, random selection, or teacher selection.

Step 3. Allow adequate time for students to perform the tasks.

Step 4. Debrief by asking groups to share their findings with other students.

Handout 27

SUGGESTION SLIPS

Find evidence of racial and ethnic discriminatory practice in the United States and the world.

Find and list 10 products that seem most important in the advertisements.

List the ways a "proper lady" should behave.

Find the most important political issues of the times.

Find things that would have made life in "those times" fun.

Find things that would have made life in "those times" hard.

Find evidence of the Cold War between the USSR and the United States.

Find 10 occupations in existence today that did not exist 25 years ago. (Use want ads of newspaper.)

---

c 1978 CTIR

Look through a detective magazine from the 40s or 50s and count the instances of violence. Compare this number with instances you can count in a detective TV show today.

What were the most popular movies and movie stars?

List the five most important news events in a newspaper for a single day. Compare with a similar list in today's paper.

How many of the magazines emphasize sex? Find and list specific examples.

Find evidence that sex roles have changed since the magazines and newspapers were printed.

Count the acts of violence mentioned in one old newspaper. Do the same with a current newspaper. Have the types of violence changed? Are there more instances today, or fewer?

Compare prices of groceries found in an old newspaper with prices today.

What products would have been missing from the grocery store shelves from the older newspaper ads? What products were available then which are missing now?

c 1978 CTIR

Find evidence that people believed they lived in new and different times than before.

Find clues that the nation's demands for energy consumption were far less than they are today.

Make a list of the "devils" or the "bad guys" in the United States and the world and a list of the "angels" or the "good guys" in the United States and the world.

Find evidence that things haven't changed very much since the 40s and 50s.

Report on five of the most interesting discoveries you find from reading through the materials.

c 1978 CTIR

A fun-to-do quiz in which students learn names of U.S. cities and towns by responding to certain clues.

Title: U.S. PLACE NAMES

Introduction: This activity provides a quiz format for learning the names of some U.S. cities and towns. Students make up their own clues and quiz other members of the class on city names.

Objectives:

To learn about U.S. cities and towns by making up key clues for them.

To spur imaginations and build verbal and map reading skills.

Grade Level: 4-12

Time: 1½ - 2 hours

Materials: (1) Handout 28, "U.S. Cities and Towns"
(2) 5 or 6 copies of U.S. highway maps, available free at gas stations

Basic Skills Emphasized:

1. Map work
2. Language arts
3. Retention

Procedure:

Step 1. Distribute one copy of Handout 28 to each student. Without using a map, ask students which of the cities and towns they can figure out from the clues.

Step 2. Divide class into groups of four to five students. Distribute copies of U.S. maps to the groups and allow time for students to determine the answers to any remaining blanks on the handout.

Step 3. (Allow 20 minutes for this step.) In the next 20 minutes, each group is to make up as many clues as it can for place names on the map. The purpose will be to compile a list of clues to challenge other groups in the room. The final goal is for the group with the most correct responses to win. Groups do not have to stick with names of cities and towns. They could make up clues for U.S. rivers, mountains, national parks, etc.

Step 4. Allow time for each group in turn to quiz the other groups in the class with its clues. See which group can get the most right answers.

Answers to Place Name Activities:

NOTE: Some city names may exist in more states than this key indicates.

1. Little Rock (Arkansas)
2. Cedar Rapids (Iowa)
3. Long Beach (California)
4. Southbend (Indiana)
5. Casper (Wyoming)
6. Pittsburg (Pennsylvania)
7. Dallas (Texas)
8. Rock Island (Illinois)
9. Phoenix (Arizona)
10. Waterloo (Iowa)
11. Dodge City (Kansas)
12. Pueblo (Colorado)
13. Spokane (Washington)
14. Columbia (South Carolina; Missouri)
15. Lake Charles (Louisiana)
16. Cleveland (Ohio)
17. Rapid City (South Dakota)
18. Lawton (Oklahoma)
19. Jamestown (Virginia)
20. Portland (Oregon)
21. Reading (Pennsylvania)
22. Davenport (Iowa)
23. Hannibal (Missouri)
24. Gallup (New Mexico)
25. Buffalo (New York)
26. Dayton (Ohio)
27. Washington, D.C.
28. Youngstown (Ohio)
29. Savannah (Georgia)
30. Champaign (Illinois)

Handout 28

U.S. CITIES & TOWNS

1. A small boulder _____
2. A type of wood + fast running river water _____
3. Lengthy strip of sandy area next to a sea _____
4. Opposite of north + to reshape metal _____
5. "The Friendly Ghost" _____
6. A wide hole in the ground + medieval name for a city _____
7. Heroine of old-time soap opera, Stella _____
8. A stone + a parcel of land in the middle of the ocean _____
9. Famous breed of bird of the Southwest _____
10. Where Napoleon met his "end" _____
11. Matt Dillon's town _____
12. Type of Indian dwelling common in southwestern United States _____
13. Past tense of speak + tin container _____
14. "The Gem of the Ocean!" _____
15. Body of water + formal way to say the name, "CHuck" _____
16. Former President, Grover _____

c 1978 CTIR

17. Opposite of slow + large town _____

18. A statute + 2,000 lbs. _____

19. "Jimmy's City" (Not Carter!) _____

20. Key shipping point on a coast + parcel of earth _____

21. Perusing print _____

22. Old-fashioned name for a living room couch _____

23. General who led his elephants
across some European mountains _____

24. When riding a horse, a faster movement than a trot _____

25. Animal of many uses to the 19th-century plains Indians _____

26. Opposite of night + 2,000 lbs. _____

27. Last name of our first President
+ a type of electricity _____

28. Opposite of old + "s" + small city _____

29. A type of coarse grass is the
name of this coastal southern city _____

30. "Bubbly" wine _____

c 1978 CTIR

Students associate key terms and phrases with images of world regions they feel the terms most appropriately describe.

Title: WORD MAP ASSOCIATION TEST*

Introduction: This association test checks your students' images about different regions of the world. The purpose is to find out what sources of data they have used to form their images of each region.

Objectives:

To associate certain terms with particular areas of the world.

To recognize data sources for stereotypes and images of the world.

Grade Level: 7-12

Time: 40 minutes

Materials: (1) Handout 29, "World Map"
(2) Handout 30, "Terms"

Basic Skills Emphasized:

1. Map reading
2. Word association
3. Analyzing stereotypes

Procedure:

Step 1. Divide class into groups of four to five students.

Step 2. Distribute one copy of Handout 29 and one copy of Handout 30 to each student.

Step 3. Ask each group to reach consensus (total group agreement) on the following task: Place the letter of one (only one!) area of the world on the map that is most appropriately described by each term. Some students may object to a single choice, but explain that they will have a chance to expand their choices later.

*Adapted from an activity by H. Thomas Collins, American Field Service.

Step 4. Ask, by a show of hands, how many groups chose a particular geographical region for each of the terms. How much agreement was reached? On which terms?

Step 5. Explain to groups that they now can put as many letters by each term as they like. Ask what changes were made.

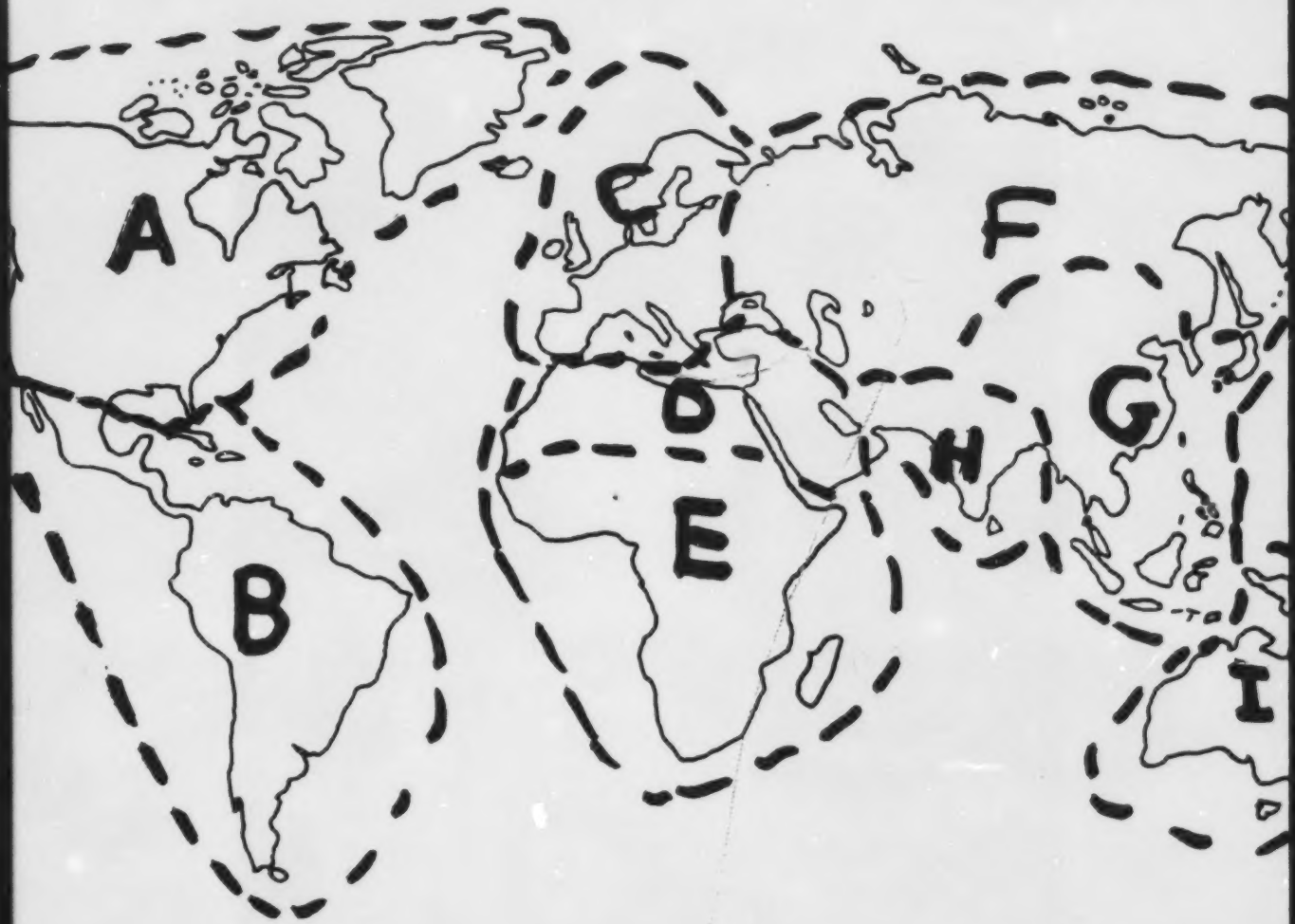
Debriefing:

1. Why was there agreement among most students on certain terms and their associated geographical regions?

2. How were most of these images formed? From what sources do students receive their information? (Television, magazines, books, novels, radio, music, etc.?)

Handout 29

WORLD MAP



Handout 30

TERMS

Freedom _____

Enemy _____

Missiles _____

Peaceful _____

"Happy" people _____

Poor people _____

Revolution _____

Warlike _____

Police state _____

Poverty _____

Religious _____

Women's liberation _____

Pollution _____

Racism _____

"Sad" people _____

Violence _____

Developed _____

Unfriendly _____

Underdeveloped _____

High crime rate _____

Communism _____

Drug abuse _____

Patriotic people _____

Overpopulation _____

Healthy people _____

Starvation _____

Welfare state _____

Friendly people _____

Dictatorial _____

Democracy _____

c 1978 CTIR

Students sharpen their map skills while learning the "territory" of the United States.

Title: MIXED BAG OF MAP ACTIVITIES

Introduction: Map skills are basic to history and social science understanding. Often, however, the development of these skills becomes a tedious and boring process for students. Here is an opportunity to inject some fun into this important skill development. Also, this is an opportunity to have your students get acquainted with some basic geography of the United States.

Seven activity suggestions are made below for using maps in your classroom. See how many more ideas you and your students can come up with for using maps, based on Suggestion 1.

Objectives:

To acquaint students with using some basic map skills--distance, mileage, direction, location, legend, tables, symbols, and coloring.

To provide a fun set of experiences for students to engage in while learning some basic information about their nation and the world.

Grade Level: Noted on each activity suggestion.

Time: Varies with each suggestion. Generally, most activities take 30-45 minutes.

Materials: (1) One U.S. highway map per student. You may obtain the Rand McNally Map of Interstate United States at most map stores or in gas station coin-operated machines for approximately 75¢ each. However, you may make a considerable savings by ordering them directly from Rand McNally, Map Sales, P.O. Box 7600, Chicago, Illinois 60680.
(2) Handout 31, "Map Questions"

Basic Skills Emphasized:

1. Map reading and interpretation, using maps as data sources.

Suggestion 1. "Brainstorm" (4-12)

1. Distribute a highway map to each student.

2. Divide class into groups of 3-4 students.

3. Instruct students that members of each group are to brainstorm as many ways as they can think of for using the map. Each group should choose a recorder, preferably a student who can write rapidly. The recorders are to list all the suggestions brainstormed by their groups.

   Below is a set of guidelines to be used during the brainstorming. It is a good idea to write these guidelines on the chalkboard.

> Guidelines for Brainstorming
>
> 1. Make no negative comments of any idea presented.
> 2. Work for a long list of ideas--the longer the list of ideas, the better.
> 3. Build upon each other's ideas; take off from other ideas wherever possible.
> 4. Encourage zany, far-out ideas.
> 5. Recorders: record each idea, using a key word or phrase.
> 6. Our time limit for the brainstorming session is four minutes. It will be strictly upheld.

4. After the brainstorming, allow a few minutes for groups to tell what ideas they came up with.

5. Allow enough time to actually let the class do three or four of the students' suggestions. One way to carry this our is for each group to reach agreement on what they think is the best idea on their list. Then, allow time to let the class do the "best" idea of each group.

   NOTE: You may pick up some neat suggestions from the students for using maps later. Perhaps, you could collect the lists at the end of the session.

Suggestion 2. "Locate with Clues" (4-9)

1. Distribute one map to each student.

2. The activity is best performed in pairs, but it can also be done individually. If you choose to pair up students, then organize the pairs now.

3. Distribute copies of Handout 31, "Map Questions," to each student or one copy per pair. Instruct students to answer as many questions as they can, using the maps to find their answers.

Answers:
1. Oak Ridge
2. Springfield
3. St. Louis, Missouri
4. Yellowstone National Park
5. Montana
6. C. Los Angeles and vicinity is one of the most crowded areas with automobiles in the world.
7. B. Atlanta, Georgia and Pine Bluff, Arkansas
   C. Laramie, Wyoming and Albuquerque, New Mexico
   E. Gillette, Wyoming and Sioux Falls, South Dakota
8. Burns, Oregon (Students will have to use their rulers on this one.)
9. A. I-75
   B. I-80
   C. I-94
10. E.g., Atlanta, Georgia; Kansas City, Missouri; Indianapolis, Indiana
11. Springfield, Missouri
12. Minneapolis, Minnesota
13. Milwaukee, Wisconsin
14. 25% (as mentioned on the Rand McNally Map of Interstate United States)
15. Clovis, New Mexico and Lubbock, Texas (2 hrs. 5 min.)
16. Mississippi (as mentioned on the Rand McNally Map of Interstate United States.)
17. All of the speeds would require longer stopping distances.
18. Charleston, South Carolina is the only "true" port city listed.
19. Alaska (as can be seen on the Rand McNally Map of Interstate United States.)
20. A. Elevation above sea level of major U.S. cities

Suggestion 3. "Ethnic Place Names" (7-12)

This activity illustrates the large impact that ethnic groups have made on the United States. The length of the lists students generate is usually sufficient to graphically make this point.

1. Pair off all the students. Distribute one map to each pair of students. Ask one student in each pair to act as a recorder.

2. Set a time limit of five minutes, and stick to it. Tell students that within the five minutes, each pair is to list all of the following ethnic categories for different ethnic place names they can find on the map: Italian, French, Spanish, German. Start them at a set time, and say "Go!"

3. Ask pairs to count how many names they have listed. Find out which pair has the longest list.

4. Debriefing:
   a. How many students have names on their papers for which they are not sure of the origin? You may have to subtract some place names from some of the lists after determining correct name origins.
   b. Some of the lists will be quite long. Ask students what having so many ethnic place names in the United States means to them. (Some students may respond that ethnic influence seems very strong in our nation. They're right!)

Suggestion 4. "Trace a Route" (4-12)

1. Give each student a pencil and a map.

2. Three "trips" are listed below for which students are to use their pencils and draw two routes: (1) the shortest route between the two towns by highway, and (2) the most scenic or prettiest route between the two points by whatever means of transportation they want to choose.
   A. Chicago, Illinois to Los Angeles, California
   B. Baton Rouge, Louisiana to Hartford, Connecticut
   C. Denver, Colorado to Seattle, Washington

   NOTE: The second task, drawing the most scenic route, is going to be difficult for students who are not very familiar with the state. Therefore, do not insist upon it. Rather, encourage students to do as much as they can, based on any knowledge they have of the United States plus what the map suggests in terms of sites, national parks and monuments, rivers, places to visit along the way, etc.

Suggestion 5. "Plan a Vacation" (4-12)

1. Distribute one map to each student.

2. Tell the students that they are to choose three places they would like to visit in the United States (no more than three). After students have decided on three places, they should write them down on a sheet of paper.

3. Tape another copy of the map to the wall. Write the names of the students next to those places they choose on the map.

4. Ask students to tell why they made the choices they did. Which places were most often chosen? Why?

Suggestion 6. "Testing Your Map Knowledge" (4-12)

1. Distribute one map to each pair of students.

2. Ask the pairs what information they can get from each of the following parts of the map:

1-Cover	8-Information for motorists
2-Legend	9-Miles-per-gallon computer
3-Interstate highway shields	10-Metric measurement
4-The large map	11-U.S. interstate highways
5-Mileage table	12-U.S. mileage & time driving map
6-Telephone area code map of U.S.	13-Other parts of the map
7-Motor, fish & game law information	

Suggestion 7. "All Kinds of Maps" (4-12)

1. Collect as many different kinds of maps of the United States as you can: highway, topographical, railroad, national forest, agricultural, tourist, historical, etc. Ask your students to help collect them. We suggest the following places to help in your collecting:

State Historical Societies	U.S. Dept. of Interior Offices
Railroad Stations	Visitors' Bureaus
Airports	Other sources you and your students can think of?
Atlases of the United States	
State Highway Depts. for state highway maps	

2. Use masking tape to tape up the various maps around the room.

3. Ask students to circulate around the room and examine the maps.

4. Focus a class discussion on the following points:

   a. Why do we need all these different kinds of maps? What are some of the differences among them?

   b. What kinds of information are best obtained from which maps?

   c. Ask your students to each make up a task of set of questions that pertains best to only one of the kinds of maps posted.

Handout 31

MAP QUESTIONS

1. West of Winston-Salem, North Carolina is a city called _____, Tennessee, which is also the name of a common variety of trees + the crest of a hill.
2. Southeast of Topeka, Kansas, approximately 200 miles "as the crow flies," is a city called _____, Misscuri, which is the name of a famous brand of rifle manufacturer.
3. North of Jackson, Mississippi is _____, Missouri (495 miles by highway) which was the place of origin for many of the early 19th-century exploring parties that were westward bound, including the ill-famed Donner Party.
4. Which of the following is the largest (in area) national parks in the United States?

   Everglades National Park — Yellowstone National Park

   Big Bend National Park — Yosemite National Park

   Olympic National Park
5. This state of which Helena is the capital city is also the Spanish word for "mountain."
6. Of the following metropolitan areas, which would you say has the <u>largest</u> number of automobiles:

   A. An area bordered on the west by Tucumcari, New Mexico;
      bordered on the east by Oklahoma City, Oklahoma;
      bordered on the north by Garden City, Kansas; and
      bordered on the south by Abilene, Texas.

c 1978 CTIR

B. An area bordered on the west by Knoxville, Tennessee; bordered on the east by Greensboro, North Carolina; bordered on the north by Parkersburg, West Virginia; and bordered on the south by Greenville, South Carolina.

C. An area bordered on the west by Los Angeles, California; bordered on the east by San Bernadino, California; bordered on the north by Bakersfield, California; and bordered on the south by San Diego, California.

7. Which of the following cities are <u>not entirely</u> connected by interstate highways?

   A. Des Moines, Iowa and Nashville, Tennessee

   B. Atlanta, Georgia and Pine Bluff, Arkansas

   C. Laramie, Wyoming and Albuquerque, New Mexico

   D. Beaumont, Texas and Biloxi, Mississippi

   E. Gillette, Wyoming and Sious Falls, South Dakota

8. Of the following cities, which is farthest by highway from Lake Mead in Nevada?

   A. Salt Lake City, Utah

   B. Trinidad, Colorado

   C. Albuquerque, New Mexico

   D. Burns, Oregon

   E. Cedar City, Utah

9. What are the major interstate highways between the following cities?

   A. Detroit, Michigan and Miami, Florida

   B. Denver, Colorado and Chicago, Illinois

   C. St. Paul, Minnesota and Billings, Montana

10. Name three major "hub" cities for the Interstate highway system?

11. Which of the following cities is not located near a river?

   A. Shreveport, Louisiana

   B. Pittsburgh, Pennsylvania

   C. Redfield, South Dakota

   D. Minneapolis, Minnesota

   E. Springfield, Missouri

c 1978 CTIR

12. Which of the following cities is located nearest to Jackson, Mississippi in highway miles?

A. Cheyenne, Wyoming
B. Los Angeles, California
C. Boston, Massachusetts
D. Denver, Colorado
E. Minneapolis, Minnesota

13. Without looking at the time zone portion of your map, guess which city of the following list is not in the Eastern Time Zone.

A. Baltimore, Maryland
B. Milwaukee, Wisconsin
C. Louisville, Kentucky
D. Tallahassee, Florida
E. Indianapolis, Indiana

Now, refer to the time zone map to check your guess.

14. What percentage of the total civilian and defense traffic is the interstate highway system designed to carry when it's completed in 1980?

15. Between which pair of cities below is traveling time the shortest?

A. Tampa, Florida and Vero Beach, Florida
B. New York City, New York and Baltimore, Maryland
C. Rapid City, South Dakota and Pierre, South Dakota
D. Denver, Colorado and Craig, Colorado
E. Clovis, New Mexico and Lubbock, Texas

16. In which of the following states is a right turn on a red light not allowed?

A. Colorado B. Illinois C. Mississippi D. Ohio E. Utah

17. On clean, dry, level pavement, at how many miles per hour would 65 feet of stopping distance be inadequate?

A. 70 mph B. 55 mph C. 50 mph D. 40 mph E. 30 mph

c 1978 CTIR

18. Which of the following cities is a port city?

A. Denver, Colorado

B. Richmond, Virginia

C. Concord, New Hampshire

D. Charleston, South Carolina

E. Houston, Texas

19. In which state are there no interstate highways?

20. Which of the following kinds of information could you not obtain from the map?

A. Elevation above sea level of major U.S. cities

B. How much toll you would have to pay on the New Jersey Turnpike

C. Information about U.S. citizens visiting Mexico

D. The safe distance by which to follow the car in front of yours

E. The big game hunting licence fee in Louisiana

F. Shapes of major highway signs

c 1978 CTIR

Contains 11 suggestions for using pictures as historical data to learn about our nation's past.

Title: READING PICTURES

Introduction: Students who are bored and frustrated in a U.S. history class may decide not to read a single sentence in the textbook. Many of those same students will, however, thumb through the text just to look at the pictures. Reading pictures is a basic skill that needs attention for students at all levels. Why? Because the vast number of students today are "visually oriented." Moreover, teachers can take advantage of the fact rather than fight it.

Throughout the school year, collect as many pictures, advertisements, reproductions or paintings (Remington type, for example), photos, etc., that in some way relate to our nation's history. This activity offers some suggestions on how to use pictures to learn about history. Encourage students to bring in their own pictures, especially those that relate to their own families, neighborhoods, etc. in any kind of historical setting.

Objectives

To use pictures to learn about U.S. history.

To collect pictures, analyze them, and use them to tell a part of U.S. history.

Grade Level: 4-12

Time: Varies, depending upon procedure you choose to use

Materials: (1) Handout 32, "Suggestions for Using Pictures to Learn about U.S. History"
(2) Collection of photos, painting reproductions, postcards, any kinds of pictures related to history

Basic Skills Emphasized:

1. Interpreting pictorial data

Handout 32

SUGGESTIONS FOR USING PICTURES TO LEARN ABOUT U.S. HISTORY

1. Arrange picture collection in chronological order. (Other than actual dates written on the pictures, what clues were used to make the decisions?)

2. Pick out scenes of cities, street corners, houses, etc. List the 10 things that have been invented, discovered, or developed since the scene in the picture.

3. Write a story about a picture that interests you. Choose three other pictures to use in your story. Make sure your story has a beginning, middle, conclusions, and title. Share your story with the other students in the class.

4. Categorize a collection of pictures into any categories you wish. Or, write the following captions down and see how many pictures fit under each category:

Life Styles	Fashions	Recreation
Womens'/Mans' Roles	Transportation	City Life
Agriculture	Industry	Nature
Architecture	Religion	Politics
Education	Amusement	Ethnic Groups

   Compare your arrangement with that of another group in the room. What categories would you add to the above list?

5. Make a series of collages of your pictures. Each collage should represent a theme in U.S. history. (For example, violence, change, interdependence, conflict, etc.) Label your collages accordingly.

6. Make a time line with your pictures, by decades. This will take a fairly large collection of pictures. Use rubber cement because it comes off very easily. It doesn't matter whether you have all decades included; you probably won't. If you make a time line of U.S. history, you won't have to go back so far. But where would you start with a time line of "American history?" (To do so, you may have to start with the beginnings of earth history, or with Native American history.) Whatever you choose to do, your time line should include as many of the following things as possible:

c 1978 CTIR

a. Variety of life styles and dimensions of life.
b. Captions under each picture to explain how it fits into the decade.

If you and your group wish to do so, try and get your project published in a local newspaper.

7. Put together a pictorial history of your town, city, or community. It should include pictures of historical sites. Try to get your project published in the local town, city, or community newspaper.

8. Assemble pictures which give evidence that historically your community has many religions, many ethnic groups, and/or many cultures. Try to get your assemblage published in a local newspaper, if you wish. To do so, you may have to add written comments to explain how your collection reflects the religious, ethnic, and cultural groups of your community.

9. Arrange the collection of pictures from left to right, according to the following scheme:

most interesting _____ least interesting
(left) (right)

Ask several other members of your class to do the same thing. Compare your arrangements.

10. Closely analyze 10 pictures for the following historical data:

a. What details in the picture give you clues to when it was taken?
b. What's happening in the scene? Why do you think the picture was taken?
c. Look at the picture, section by section, using a magnifying glass if possible. Now look at the picture as a whole. Did your section-by-section observation in any way change your first impressions about the picture?
d. If the picture is one taken in your area, locate the same scene and take another picture at the same location. What specific things have changed? What things have remained the same? Explain how you can prove that change has taken place, using the two photographs.

11. Make up your own activity using the pictures as historical evidence.

c 1978 CTIR

Contains a variety of five activities in which students can use postcards as data to make transnational comparisons.

Title: CHINA AND THE UNITED STATES: MAKING COMPARISONS WITH POSTCARDS*

Introduction: Postcards provide an interesting set of data from which to make comparisons between countries. Generally speaking, postcards are produced for the purpose of advertising a particular place in a state or nation. This activity provides a selection of formats for making comparisons and for learning to use visual data.

Objectives:

To write stories based on perceptions of the United States and China; to improve writing skills and to spur imagination.

To compare images of the United States with images of the Peoples' Republic of China.

To choose images of China that students believe are representative of the Peoples' Republic of China.

To create categories and discuss the function of categorization.

Grade Level: 4-12

Time: Varies with each suggestion.

Materials: (1) Set of postcards of the United States. If you do not have a collection available, you may obtain an assorted selection of a variety of U.S. postcards from: The Nostalgia Shop, 2431 S. University, Denver, Colorado 80210, (303)-778-6566. Send $10.00 to cover cost for order.

(2) A set of 67 postcards from the Peoples' Republic of China are available from China Books and Periodicals, Inc., West Coast Center, 2929 24th St., San Francisco, Ca. 94110; East Coast Center, 125 Fifth Avenue, New York, N.Y. 10003; Midwest Center, 174 W. Randolph St., Chicago, Ill. 60601. Use Center nearest you. Send $6.50 and add sales tax as required in California,

*Suggestions 2, 3, and 4 were adapted from ideas by George G. Otero, Center for Teaching International Relations.

New York, or Illinois. Request the following: A15 Postcard Sets--Red Flag Canal (12 cards), Shanghai (12 cards), Sports in China (10 cards), Cultural Relics (12 cards), Praising Taiching (12 cards), Worker-Peasant Woodcuts (9 cards). Allow four weeks for delivery.

Basic Skills Emphasized:

1. Use and interpretation of pictorial data.

Suggestion 1. "Which Is China/Which Is U.S.?"

1. Shuffle both sets of postcards together--mix them well. Number the postcards in their new order.

2. Tell students to take out a blank sheet of paper and draw a line down the center of the paper lengthwise. Ask students to label the left-hand column "U.S." and the right-hand column "China."

3. Explain to students that you are going to flash the postcards in about five-second intervals in front of them. As you flash them, each student is to place the number of the postcard in the column where they think the scene is from--United States or China. (Be certain to keep the postcards in numerical order as you do the activity!)

4. Go back through the pack and have students place a checkmark by each wrong guess they made.

5. Debriefing. As students do this exercise, several things should be kept in mind. The type of paper, cultural clues, political symbols, the type of medium used (e.g., woodcuts) influence their choices, as well as familiarity with various places depicted on the postcards.

   a. Were there any wrong guesses? How do students account for these? (Many natural scenes may look alike in both countries. Moreover, a street scene in the Chinese section of San Francisco could be mistaken for a street scene in Shanghai!)
   b. What are the major similarities and differences between the two countries in terms of those two sets of postcards?

Suggestion 2. "Write a Story I"

1. Shuffle U.S. postcards with China postcards. Pass out one postcard to each student.

2. Ask students to write a story based on their postcard.

3. Ask students to share their stories with each other.

4. Follow-up. Discuss these questions:

   a. How do stories based on Chinese postcards differ from those based on U.S. postcards? In what ways are they similar?

b. What personal attitudes and experiences motivated the writing of each student's story?
c. Would students like to visit the place on their postcard? Why or why not?

Suggestion 3. "Write a Story II"

1. Shuffle the U.S. and China postcards together. Pass out one postcard to each student.

2. Ask students to look at their postcards and tell them they will write stories about them. First, they should decide on a title for their story.

3. Allow students to write on their stories for about five minutes. Then, say STOP! Students should stop writing wherever they are in their stories, even in the middle of sentences.

4. Tell students to trade postcards with each other. Then, ask them to continue their stories using their newly acquired postcards. Repeat Step 3.

5. Tell students to trade postcards again. Then, ask them to continue their stories and write a conclusion with their present card.

6. Debriefing. Ask students to share their stories. Discuss the following:

   a. What personal views and experiences influenced the writing?
   b. For those students who received a mixture of U.S. and China postcards for their story, how were they able to make a consistent theme? Did they find it difficult to combine the two cultures into one story?

Suggestion 4. "Categories"

1. Shuffle U.S. and China postcards together. Hand out the postcards to students.

2. Ask students to move around the room and place the postcards in any category they wish. They can look at each others' postcards and, as a group, decide what categories to form. The postcards can be piled on desk tops or organized in any manner. For younger students, you might wish to use the word "group" instead of "category."

3. When students are satisfied with their arrangement, ask what categories they created and have studnts show which postcards they placed in the categories.

4. Next, ask students to create completely different categories and rearrange their postcards in the new categories.

5. Again, ask what categories were created and which postcards were placed in these categories.

6. Debriefing. Discuss these questions:

   a. What is a category?
   b. What other kinds of categories could be created?
   c. How did students decide which categories to choose?
   d. Which category interested students most?
   e. Which categories do students think would be most useful in learning about the United States?
   f. Separate the two sets of postcards by country and repeat the activity. Were new categories created? How did separating the two countries influence this activity?

Suggestion 5. "Choosing Pictures"

1. Using the U.S. set of postcards, tell students that they are to act as if they are a committee who decides what pictures of the United States are to be included in a book which will be read by people in China. From the packet of postcards, they are to choose three (only three!) to include in the book. In other words, which three pictures best represent the United States?

2. Allow about 10 minutes for group decision making. You might want to have students vote on rank ordering their choices.

3. Ask what three postcards were chosen. Why?

4. Repeat steps 1-3, but this time use the set of China postcards.

5. Debriefing. Comparing the two tasks, what differences in making choices were evident? What choices do you think Chinese students would make from the U.S. set? Why?

NOTE: To verify the visual images of the United States found in Chinese books and periodicals, you may wish to order the following from your nearest China Books and Periodicals Center: *Chinese Working People in America: A Pictorial History* by the Wei Min She Labor Committee, $2.00. To verify Chinese pictorial selections in popularly distributed Chinese periodicals, check your local library for issues of *China Pictorial*, an excellent pictorial data source on China.

Some laws, still on the books, are not only outdated, they're simply hilarious!

Title: LAUGHABLE LAWS FROM THE BOOKS

Introduction: This humorous short reading is designed to show students that some of our state and city statutes have originated for some very interesting reasons. Some of the laws indicate human behavior and life styles from times past. Simply read the list of items to your students and wait for their reactions.

Objectives:

To recognize how humorous our attempts to legislate people's behavior can be.

To recognize that many states are "behind" in purging their statute books.

To interest some students in becoming involved in politics.

Grade Level: 4-12

Time: 30 minutes

Materials: None

Basic Skills Emphasized:

1. Interpretation and inquiry into government statutes.

Procedure:

Read through the list of "Laughable Laws" from the list below.

LAUGHABLE LAWS*

In Wyoming, it it illegal to take a picture of a rabbit during January, February, March, or April--unless you have a license.

In Natoma, Kansas, it is illegal to practice knife throwing at someone wearing a striped suit.

It is against the law to drive camels along Nevada's main highways.

In Idaho you cannot fish from the back of a giraffe.

*From *You Can't Eat Peanuts in Church and Other Little Known Laws*, Barbara Seuling (New York: Doubleday and Company, 1975).

In San Francisco, you are forbidden by law to spit on your laundry.

It is illegal to eat peanuts in church in Massachusetts.

In Michigan you may not hitch a crocodile to a fire hydrant.

It is illegal for a donkey to sleep in a bathtub in Brooklyn, New York.

In Saco, Missouri, hats which may frighten timid people are outlawed.

Indiana state law forbids roller skating instructors from leading their female students astray during lessons.

It is unlawful for goldfish to ride on a Seattle, Washington bus unless they lie down.

A taxi driver in Youngstown, Ohio is not allowed to transport passengers on the roof of his cab.

It is illegal to lure bees away from their keeper in Connecticut.

In Cleveland, Ohio, you are not allowed to kill your neighbor's chickens if you have the permission of the majority of other neighbors living in a 50-foot radius.

Female jury members are breaking the law if they knit during a trial in Mexico, Missouri.

Women in Minnesota are prohibited from walking on the streets while dressed as Santa Claus.

A law in Berkeley, California prohibits whistling for your escaped canary bird before 7:00 am.

It is illegal to feed whiskey or cigarettes to animals at the zoo in Manville, New Jersey.

Goldfish are not allowed to ride in buses in Seattle, Washington unless they keep very quiet.

Whoever snores so that it disturbs his neighbor in Dunn, North Carolina is breaking a law.

Whoever falls asleep while being shaved by a barber in Erie, Pennsylvania is breaking a law.

A married man in Cold Springs, Pennsylvania may buy alcohol only with the written consent of his wife.

Arresting a deceased person because of indebtedness is illegal in New York.

Follow-up:

1. Speculate about the motivation behind some of these laws. Ask your students what kinds of specific incidents might have created a need for such laws.

2. If some of your students are interested, it might be fruitful for them to write to some of the state or city legislative bodies and try to find out why some of these laws were put on the books.

3. Other interested students might wish to look up the statutes in their local communities or city and report back some "laughable laws" they uncover in their search.

Students look at similarities and differences between some implicit "Chinese values" and some "U.S. values."

Title: MATCH THE SLOGAN

Introduction: When most people think of the United States and the Peoples' Republic of China, they tend to think of two nations which have little in common, based mostly on such different forms of government. Both nations are seemingly great believers in slogans and sayings as history proves, however. Visitors to China are constantly reminded of Mao and the revolution because of signs and banners posted nearly everywhere. In the United States, bumper stickers exalt beliefs on everything from "I'm Helping Build America, and Proud of It!" to "Change It or Lose It!" to "I Found It." So, too, are media and books filled with famous tidbits of advice and philosophy.

In this activity, students are given a list of commonly used Chinese slogans or sayings. They are asked to match them in relative meaning with some sayings and quotations by some very prominent Americans.

Objectives:

To compare beliefs and sayings between two nations.

To recognize diversity within our own nation, and conclude that there may be more diversity within the Peoples' Republic of China than is commonly thought.

To point out that two nations can have disparate political foundations, yet share some similar human attributes.

Grade Level: 7-12

Time: 30 minutes

Materials: Handout 33, "Match the Slogan"

Basic Skills Emphasized:

1. Comparing statements

2. Values clarification

Procedure:

Step 1. Distribute one copy of Handout 33 to each student.

Step 2. Ask students to follow the directions on the handout as best they can.

Step 3. After completing the exercise, hold a class discussion on what students are thinking. Below are a couple of suggested discussion questions:

a. If two nations politically disagree, as do the United States and the Peoples' Republic of China, how is it possible that at certain points they share some very common beliefs? (Possible answers: Human considerations transcend political differences. Moreover, many of the Chinese slogans or their origins predate the 1949 revolution.)

b. What are the origins of some of the "American" sayings? Who do you think is credited with having first said some of them? (Some of the discussion, to be accurate, should focus on the United States as a multicultural, multiphilosophical society.)

c. Many of the origins of what Americans believe are based in our forefathers' national and ethnic heritages. What is a "100% pure American" belief? Ask if your students can think of some.

Sources of American Quotes:

Work... (Calvin Coolidge)

We have not... (Louis D. Brandeis)

People do not lack... (Woodrow Wilson)

Organize (John L. Lewis)

Politics (Sydney Hillman, *Political Primer for All Americans*, 1944)

I hold... (Dwight D. Eisenhower)

The virtue (Ralph Emerson)

There will never be... (Henry Ford)

I never once... (Thomas Edison)

Self-interest... (Bernard Berensen, *New York Time Book Review*)

There is no substitute... (Douglas MacArthur)

The ones who live... (Calvin Coolidge)

All great reforms... (John Altgeld, Former Governor of Illinois)

Women must... (Christabel Pankhurst)

Handout 33

MATCH THE SLOGAN

INSTRUCTIONS: Match the slogan or saying in the left-hand column with a slogan(s) in the right-hand column that means closely or nearly the same thing. You do not need to match all the sayings; you may feel that more than one of the sayings in the right-hand column expresses the same meaning as a Chinese saying, or you may believe that none of the sayings in the right-hand column matches with a Chinese saying. Connect the black dots.

CHINESE SLOGAN OR SAYING	AMERICAN SLOGAN OR SAYING
The world belongs to you. China's future belongs to you.	Work is the perogative of intelligence, the only means to manhood, and the measure of civilization.
Get organized.	We have not the power to produce more than there is a potential to consume.
Go all out, aim high and achieve greater, faster, better, and more economical results.	People do not lack strength, they lack will.
Hard work, frugality and self-reliance.	Organize the disorganized.
Serve the people.	Politics is the science of who gets what, when, and why.
Fight self, serve the public good.	I hold that man is in the right who is most closely in league with the future.
Promote production.	The virtue in most request is conformity. Self-reliance is its aversion.
Walk on two legs.	There will never be a system invented which will do away with the necessity for work to achieve the most efficient results.
Never forget our struggle.	I never once made a discovery. I speak without exaggeration when I say that I have constructed 3000 different theories in connection with my invention. Yet in only two cases did my experiments prove the truth of my theory.
Enable every woman who can work to take her place on the labor front.	Self-interest is but the survival of the animal in us. Humanity only begins for man with self-surrender.
Politics to the fore.	There is no substitute for victory.
Be resolute. Fear no sacrifice and surmount every difficulty to win victory.	The ones who live are the ones who struggle.
Link theory and practice.	All great reforms, great movements, come from the bottom and not the top. Wherever there is a wrong, point it out to all the world, and you can trust the people to fight it.
	Women must stand erect now, more than ever before, and for evermore.

c 1978 CTIR

This activity suggests concrete ways in which students can become involved in shaping future U.S. history.

Title: WHAT CAN I DO?

Introduction: Whenever overwhelming societal problems are discussed--urban growth, pollution, racism--people almost inevitably say, "Yes, but what can *I* do about it?" The frustration of achieving a high degree of social awareness and, at the same time, feeling unable to do much to affect change is rather common among concerned citizens. There are, of course, limits to what one person can do or even one organization. But taking action can satisfy at least two basic needs in the human psyche--(1) a need to "do something," to contribute, to express one's concerns about social problems and issues; and (2) a need to know that, in some way, one can affect a problem in the aggregate, that individual action, albeit small, can affect change. This activity asks students what steps, if any, they've taken or even thought about taking in the name of building a "better America."

Objectives:

To check students' behaviors in terms of taking social action.

To provide a list of suggested sources and resources to tap when trying to affect change.

Grade Level: 9-12

Time: 45 minutes (to get started)

Materials: (1) Handout 34, "What Have I Done?"
(2) Handout 35, "Sources of Action"

Basic Skills Emphasized:

1. Collecting data and resources for taking action

2. Building citizenship

Procedure:

Step 1. Distribute a copy of Handout 34 to each student. Allow a few minutes for students to answer the questions and for some discussion about action some students have taken, if appropriate.

Step 2. Distribute a copy of Handout 35 to each student. Ask students to look over the handout and fill in the information asked for when they can.

Follow-up:

1. How many students would consider taking "social action?" Is there value in not taking social action at certain times?

2. From time to time, ask students to share with the class whatever social action they've taken.

Handout 34

WHAT HAVE I DONE?

Look over the items on this page and place a checkmark to the left of those things you've done:

Have you ever--

_____1. Spoken in a town or city council meeting?

_____2. Spoken in a school board meeting?

_____3. Written a letter to the editor of a newspaper?

_____4. Worked for a candidate in a political campaign?

_____5. Worked within a political party?

_____6. Cleaned up part of the environment not on your own or your family's property?

_____7. Improved part of the environment outside your and your family's property?

_____8. Complained to a company about what you consider a bad or dangerous product?

_____9. Written a letter of support for something or someone you believe would help make our nation a better place to live?

____10. Done volunteer work in your community?

____11. Helped raise money for a cause you believe in?

____12. _____

____13. _____

____14. _____

c 1978 CTIR

Handout 35

SOURCES OF ACTION

I. People and agencies that can help, or to whom you can voice your opinions:

Police Dept._____
Address Phone #

Fire Dept._____
Address Phone #

School Board Members:_____,_____

_____,_____

_____, _____

_____, _____

TV Stations (write in address and telephone numbers):

_____
Name of Station Address Phone #

_____
Name of Station Address Phone #

Radio Stations:

_____
Name of Station Address Phone #

_____
Name of Station Address Phone #

_____
Name of Station Address Phone #

Newspapers:

_____
Name of Newspaper Address Phone #

_____
Name of Newspaper Address Phone #

Mayor: _____
Name Address

Better Business Bureau:_____

U.S. Representative:

_____
Name Address

c 1978 CTIR

U.S. Senator

Name _____ Address _____

State Representative

Name _____ Address _____

State Senator

Name _____ Address _____

City Council Representative

Name _____ Address _____

II. Complaints about Conservation and Environmental Concerns

National Wildlife Federation
1412 16th Street, N.W.
Washington, D.C. 20036

Sierra Club

III. General Complaints

Clearinghouse for Professional Responsibility
P.O. Box 486
Washington, D.C. 20044

IV. Consumer Complaints

Attorney General of the State of _____
Attention: Consumer Protection Office
City, State, Zip of your state Capitol

Consumer Product Safety Commission
1750 K Street, N.W.
Washington, D.C. 20006

Bureau of Consumer Protection
Federal Trade Commission
Washington, D.C. 20580

c 1978 CTIR

V. TV Complaints

Federal Communications Commission (FCC)
1919 M Street, N.W.
Washington, D.C. 20554

American Broadcasting System (ABC)
1330 Avenue of the Americas
New York, N.Y. 10019

Columbia Broadcasting System (CBS)
51 West 52nd Street
New York, N.Y. 10019

National Broadcasting Company (NBC)
30 Rockefeller Plaza
New York, N.Y. 10020

Public Broadcasting System (PBS)
485 L'Enfant Plaza, S.W.
Washington, D.C. 20024

c 1978 CTIR

SECTION FOUR

MULTICULTURAL AMERICA

Multicultural activity in which students compare the variety of life styles that make up U.S. society

Title: SURVEY OF U.S. LIFE STYLES

Introduction: This activity has been designed to help students compare similarities and differences in life styles among people in the United States. It is important for students to note the likelihood that these differences have existed in different forms throughout U.S. history.

Objectives:

To compare similarities and differences in life styles among people in the United States.

To recognize diversity as a major factor in U.S. life.

Grade Level: 4-12

Time: Varies

Materials: (1) Handout 36, "My Life Style"
(2) Handout 37, "My Life Style and Others"

Basic Skills Emphasized:

1. Comparing (likenesses and differences)

2. Values clarification

Procedure:

Part I--Preparation

Step 1. Distribute copies of handout 36, "My Life Style," one per student.

Step 2. Allow a few minutes for students to fill out the sheet.

Step 3. Allow plenty of time for discussing and comparing items on the handout among students in the class. Encourage students to generalize about things held in common among class members and things that are different.

Step 4. Ask students to practice writing pen pal letters to each other. Allow for anonymity by assigning students numbers.

Step 5. After practicing writing letters to each other, students should write letters to students in schools in other regions of the United States.

Note: It is a good idea to try to get a wide variety of life styles involved in the letter exchange--urban, inner city, rural, Black, Chicano, urban Indians, reservation Indians, mountain community. Students should be encouraged to identify schools in each of these areas. They can do so via the use of telephone books from various cities. Collections of U.S. telephone directories can be found in most city and university libraries. The yellow pages section under "schools" can be a good starting point. From that section, members of your class can select a specific school(s) to write. The teacher may wish to include an introductory letter similar to the following:

Dear Fellow Teacher:

In our class study of the United States and its history, we are trying to look at the variety of life styles that exist among Americans today. Enclosed, please find letters from my students. I would appreciate your giving them to students of a(n) Indian, rural, Chicano, urban, other, etc. background to answer my students as pen pals.

If your class would like to write to students in my class, we would be happy to respond to your letters. Thank you for your cooperation.

Part II--Making Comparisons

Step 1. Distribute a copy of handout 37, "My Life Style and Others," to each student. As their letters are answered, ask students to keep a chart comparing their own life styles with that of their pen pals.

Step 2. Ask members of the class to make a composite chart comparing life styles in their class with those of their pen pals collectively. Handout 37 can be used for that purpose.

Comparative Questions Following Step 3, Part I:

1. How are members of the class alike?

2. How are we different?

3. What things do most all of us, if not all of us, do that are similar?

4. What things do we do that are different among ourselves (e.g., eating habits, entertainment, clothing, peer groups, etc.)?

Comparative Questions Following Part II:

1. Look at the composite chart. Which of the following assumptions can safely be made?

   (a) Everyone in our community has the same life style.
   (b) Everyone in a certain town or community has the same life style.

(c) What generalizations can be made about all life styles in the United States from the information collected? Are there some things common to all areas?
(d) In what ways are U.S. life styles different? Be specific.
(e) Is there a "typical" Indian, Chicano, Black, Anglo life style?

Handout 36

MY LIFE STYLE

Name_____

Religion

_____I attend the _____ church.
_____I attend the same church as my parents attend.
_____I attend a different church than my parents attend, or no church at all.

Foods

My favorite foods are:

The food most commonly eaten in our home is:

Home

My home is made of _____ construction.
I live in a:
_____single family dwelling
_____high rise apartment
_____mobile home
_____farmhouse
_____other

Clothing

_____I dress differently than most members of my class.
_____My favorite piece of clothing is:

Holidays

My family and I celebrate the following religious holidays:
_____Christmas
_____Hannukkah
_____Easter
_____
_____
_____
_____
_____

c 1978 CTIR

Occupations

My father's occupation is:

My mother's occupation is:

The most common occupations in my community are:

Recreation

My favorite sport is:

The sport I most frequently participate in is:

My favorite thing to do is:

When my family gets together, our favorite pastime is:

Community

My community would probably be classified as:
_____urban
_____inner city
_____suburban
_____rural
_____other _____

This community was started because:

---

c 1978 CTIR

Handout 37

MY LIFE STYLE & OTHERS

	Me (My class)	Pen Pal(s)
Religion		
____I attend the _____ church. ____I attend the same church as my parents attend. ____I attend a different church than my parents attend, or no church at all.	Episcopal X	
Foods		
My favorite foods are:	tacos hamburbers ice cream	
The food most commonly eaten in our home is:	steak	
Home		
My home is made of _____ construction	brick	
I live in a: ____single family dwelling ____high rise apartment ____mobile home ____farmhouse ____other	 X	
Clothing		
I dress differently than most members of my class.	same	
My favorite piece of clothing is:	ski jacket	
Holidays		
My family and I celebrate the following religious holidays: ____Christmas ____Hannukkah ____Easter _____ _____ _____	 X	
Occupations		
My father's occupation is:	carpenter	
My mother's occupation is:	lawyer	
The most common occupations in my community are:	building trades steel industry	

c 1978 CTIR

	Me (My class)	Pen Pal(s)
Recreation		
My favorite sport is:	hockey	
The sport I most frequently participate in is:	skiing	
My favorite thing to do is:	listen to stereo	
When my family gets together, our favorite passtime is:	camping	
Community		
My community would probably be classified as: _____urban _____inner city _____suburban _____rural _____other _____	X small town	
This community was started because	of the steel industry	

c 1978 CTIR

Students select from a number of comparative activities about 75 different groups in U.S. history and present day U.S. society.

Title: COMPARING GROUPS IN THE UNITED STATES

Introduction: As students have been reminded, the United States is "full of all kinds of people." This activity contains a number of suggested comparative tasks with which students can examine both similarities and differences among our nation's diverse groups.

Objective:

To list specific similarities and differences among a selected list of groups in the United States.

Grade Level: 7-12 (Depending upon the activity)

Time: Varies, depending upon which suggestions students choose

Materials: (1) Handout 38, "A Selection of 75 Groups"
(2) Handout 39, "Suggested Activities"

Procedure:

Step 1. Divide class into groups of two to three students each.

Step 2. Distribute one copy each of handouts 38 and 39 to every student. Ask each group to choose at least one of the suggestions on handout 39.

Step 3. Let the students carry out their selected tasks for comparing groups. Have older students research the groups they identify as a group project.

Handout 38

A SELECTION OF 75 GROUPS

1. Bald people
2. Long-haired males
3. Old people
4. Red-haired people
5. Westerners
6. Easterners
7. Southerners
8. Northerners
9. Fat people
10. Skinny people
11. Whites
12. Japanese
13. Chinese
14. Mexicans
15. Puerto Ricans
16. Poles
17. Germans
18. Scots
19. Anglos
20. Italians
21. Indians
22. Blacks
23. Irish
24. Black Muslims
25. Baptists
26. Charismatics
27. Methodists
28. Lutherans
29. Quakers
30. Catholics
31. Jews
32. Mormons
33. Puritans
34. Atheists
35. Agnostics
36. Midwesterners
37. Poor people
38. Rich people
39. People on welfare
40. Union members
41. Nonunion members
42. Unemployed people
43. Men
44. Women
45. Teenagers
46. Children
47. Single people
48. Divorced people
49. Married people
50. Football fans
51. Hockey fans
52. Gamblers
53. Drinkers
54. Nondrinkers
55. Smokers
56. Nonsmokers
57. Drug users
58. Poets
59. Playwrights
60. Car dealers
61. Physicians
62. Teachers
63. Car mechanics
64. Police officers
65. Beauticians
66. Artists
67. Musicians
68. Athletes
69. Journalists
70. Politicians
71. Farmers
72. Motorcyclists
73. Cowboys
74. Rock stars
75. Lawyers

c 1978 CTIR

Handout 39

SUGGESTED ACTIVITIES

1. List groups that are discriminated against (use numbers to left of groups to list them).

2. List groups who have been discriminated against throughout U.S. history.

3. List groups who are victims of institutionalized discrimination. Cite some specific rules, laws, and institutions which reflect this institutionalized discrimination.

4. Match groups on the handout that you think are not prejudiced against other groups on the handout.

5. Name three beliefs you think are shared by most of the groups on the handout.

6. List groups on the handout who have been imprisoned for their beliefs. Cite specific instances for each group you list.

7. Which groups on the handout are closest to each other in basic belief?

8. Match groups which have perpetrated violence on each other.

9. Rank order (first, second, third, and so on) the 10 groups on the handout that you feel have the most power in our nation.

10. List the groups on the handout that you would not find in your school.

c 1978 CTIR

Students use telephone directories to discover elements of the ethnic makeup of various U.S. communities.

Title: TELEPHONE BOOKS: DIRECTORIES FOR U.S. ETHNIC GROUPS

Introduction: This is a sequenced activity that will involve your students in many steps of the inquiry process. It has proved to be an interesting way to discover the distribution of America's ethnic groups.

Objectives:

To make at least three hypotheses about the ethnic makeup of a U.S. city based on the students' preconceived knowledge.

To brainstorm which portions of the telephone directory would be most helpful in attempting to verify the hypotheses.

To search through telephone directories as data sources for beginning the testing phase of the inquiry process.

To brainstorm and seek out additional data sources for verifying the hypotheses.

To compare the ethnic makeup of various American cities.

Grade Level: 7-12

Time: One hour

Materials: Collection of telephone directories from cities in the United States. To obtain such a collection, contact your local telephone business office and ask for a price list of telephone directories of U.S. cities. Most telephone business offices offer these directories for sale at minimal cost. Another source is the local library. See if you can arrange to borrow a selection of assorted directories to use in your classroom. Most libraries are happy to cooperate if they have the books. You might also ask for the librarian to give you telephone books they discard when the directories become outdated.

Procedure:

Step 1. Divide the class into groups of three to six students per group. Distribute one telephone book to each group.

Step 2. Write the following three tasks on the chalkboard. Each group of students should aim for completing the three sequential steps within the time frames given:

a. MAKE AT LEAST THREE HYPOTHESES ABOUT THE ETHNIC MAKEUP OF THE CITY IN YOUR TELEPHONE BOOK. DO THE BEST YOU CAN BASED ON WHATEVER KNOWLEDGE YOU MAY HAVE PICKED UP FROM TV, PARENTS, FRIENDS, VISITORS FROM THE CITY, ETC. (For example, there are a lot of Americans of Italian descent, there are large numbers of Mormons or Catholics in the city.) 10 minutes.

b. BRAINSTORM AT LEAST FIVE SECTIONS OF YOUR TELEPHONE DIRECTORY THAT MIGHT HELP YOU CHECK OUT YOUR HYPOTHESES. (For example, lists of ethnic surnames in the white pages, restaurants in the yellow pages, etc.) 10 minutes.

c. OPEN THE TELEPHONE DIRECTORIES AND TRY TO VERIFY OR TEST THE HYPOTHESES YOUR GROUP HAS MADE. 10 minutes.

Step 3. Ask groups to share their findings with other students in the class. What did they find out about the city and its ethnic makeup from a telephone book? Were their hypotheses correct? How do they know?

Step 4. Brainstorm additional sources of data your students could use to further verify their hypotheses. Include students in the brainstorming. At this point, you and/or your students can decide how much further you wish to pursue the activity.

NOTE: Some additional "fun" kinds of data sources you and your students may wish to consider looking into are city maps; brochures from the city's visitor's bureau that you can write away for; library books about the city's government; national census data.

Follow-up:

List the major similarities and differences that can be found when comparing the ethnic makeup of various U.S. cities.

Using selected pages of Redbook, *students compare similarities and differences of two generations of American life.*

Title: "YOU'VE COME A LONG WAY, BABY!"

Introduction: Looking at one particular women's magazine, *Redbook*, this activity invites students to explore changes in women's (and men's) roles over a 28-year period, 1948 to 1976. The comparisons raise many questions about this critical period in the changing roles of men and women in U.S. history.

Objectives:

To compare (examine similarities and differences) two issues of *Redbook* magazine, October 1948 and August 1976.

To list and discuss specific changes in U.S. life since 1948 and their importance for the future.

Grade Level: 7-12

Time: Two 45-minute periods

Materials: (1) Handout 40, excerpts from *Redbook*
(2) Other old magazines.

Procedure:

Step 1. Distribute copies of the first page of the *Redbook* handouts. Ask students to read through the behavior quiz and decide which edition of *Redbook* the article is from. Tell them to place an "X" by their choice.

Step 2. Hold a 10-15 minute class discussion on students' responses.

Step 3. Distribute copies of the second page of the handout. Allow a few minutes for students to read the answers. Did everyone guess the 1948 edition in Step 1? What were the major points in the discussion? How do the answers, if at all, help students make a determination, although the correct citation from the magazine is given at the bottom of the page.

Step 4. The rest of the activity involves comparing the magazines, then and now. Two questions should guide students' study and discussion. Write these on the chalkboard.
a. What things have changed a great deal in the 28 years?
b. What things seem to have changed very little in the 28 years?

Now, pass out copies of the remaining pages of the handout. Point out to students that the comparisons should be made in sets of two pages, i.e., the magazine covers should be compared to each other.

Follow-up:

1. From the handouts and the comparisons students have made and discussed, what are the major changes that have taken place in sex roles over the 28-year period?

2. From the handouts, what other changes can students see?

3. What ideas, themes, products, etc. seemed to have remained pretty much the same?

4. What are the implications of students' findings for the future of the United States, if any?

Alternative Way to Use the Activity

Step 1. Distribute copies of all the *Redbook* handouts to groups of three to four students.

Step 2. Assign the following task to half the groups in the room (write it on the chalkboard): FIND EVIDENCE THAT THE UNITED STATES IS A VERY DIFFERENT PLACE TO LIVE THAN IT WAS IN 1948.

Step 3. Assign the following task to the remaining groups (write on chalkboard): FIND EVIDENCE THAT THE UNITED STATES HAS CHANGED VERY LITTLE SINCE 1948. Ask all groups to list specific proof for their tasks.

Step 4. Hold a debate or class discussion on the findings.

Follow-up:

What are the implications of students' findings for the future of the United States, if any?

SECTION FIVE

THE WORLD:
FORMATS FOR CURRENT ISSUES
IN U.S. HISTORY

Discussion on key issues in U.S. society using a forced-choice model.

Title: SOME STATEMENTS ABOUT THE U.S.--OK OR NOT OK?

Introduction: In this activity, students are given ten statements reflecting various issues in American life. After responding to all statements as being either "OK" or "Not OK," students discuss why the issues are important or not important to them. The exercise can be an excellent discussion prompter for current events and issues.

Objectives:

To make a forced-choice decision about what students value as being "OK" or "Not OK."

To recognize the reasoning used by students in making their value judgments.

Grade Level: 7-12

Time: 45 minutes (But varies with interest level of the class)

Materials: Handout 41, "OK, Not OK: 10 Statements"

Procedure:

Step 1. Distribute copies of the handout to each student.

Step 2. Allow 5-10 minutes for students to mark their responses on the handout.

Step 3. By a show of hands, obtain class responses to each of the ten items and record the number of "OKs" and Not OKs" to each on the chalkboard.

Debriefing Suggestions:

1. On which of the items was there most agreement? Ask members of the class to explain why. On which of the items was there most disagreement? Ask members of the class to explain why.

2. Which items caused the most controversy? (You might suggest that students set up debate teams to help clarify further and discuss the issues.)

Handout 41

OK, NOT OK: IO STATEMENTS

Below are some statements. As you read each statement, decide whether you think the statement is OK or NOT OK. We are asking for your personal opinion. When you've decided whether the statement is OK or NOT OK, write either OK or NOT OK in the blank to the left of the statement.

_____1. The U.S. Congress should propose a Constitutional amendment adopting Christianity as the official religion for the United States.

_____2. Capital punishment (death penalty) should be an automatic penalty for each of the following crimes: premeditated murder; rape; and "contract" murders.

_____3. A law should be passed in all states prohibiting the showing of X-rated movies.

_____4. The legal drinking age in the United States should be lowered to 10 years of age.

_____5. The legal drinking in the United States should be set at 25 years of age.

_____6. All handguns should be made available to people of all age groups, without registration requirements.

_____7. All busing of school children to achieve racial balance in public school should be stopped immediately.

_____8. No one, regardless of their political beliefs, should be prohibited from making speeches in public schools.

_____9. The internal combustion automobile should be outlawed in order to stop air pollution in major cities. The only means of legal transportation should be public mass transportation.

_____10. The first criterion for admitting students to medical school is that they be females since we need many more women doctors than we currently have. Males would be allowed to enter a particular medical school only after all qualified females have been considered.

c 1978 CTIR

Students reflect on the responsibilities and constraints of being a world power.

Title: THE UNITED STATES--HOW POWERFUL IS IT?

Introduction: This activity is a good thought stimulator on the definitions and constraints of power. It considers whether the United States, often considered the most powerful nation on earth, can do what it pleases. Students must discuss why or why not.

Objectives:

To recognize the limits of power and the responsibilities of the United States' role in the world.

To hypothesize about the uses of power.

Grade Level: 9-12

Time: 45 minutes

Materials: Handout 42, "If"

Basic Skills Emphasized:

1. Values clarification
2. Hypothesis formation

Procedure:

Step 1. Ask students to break into groups of three or four students each.

Step 2. Distribute a copy of handout 42 to each student.

Step 3. Ask groups to read and discuss Part I on the handout. (20 minutes)

Step 4. Ask groups to try to reach concensus on Part II of the handout. (20 minutes)

Follow-up:

Have students write a few paragraphs on the United States' role in the world as a world power.

Handout 42

IF

PART I

If the United States is the most powerful country in the world:

--why did it not succeed in defeating a smaller nation (North Vietnam) in the Indochina war?

--why is it afraid of another oil embargo by the oil producing nations?

--why doesn't it eliminate hunger in the world?

--why doesn't it help countries who are trying to set up governments in opposition to communist or military leaders?

--why doesn't it do something about the way Blacks are treated in South Africa?

--why doesn't it seem to be able to do something about inflation and recession?

--why doesn't it force other nations to stop developing nuclear weapons?

After discussing the IF statements, check the following statements that you agree with.

_____ The United States is not the most powerful country in the world.

_____ The United States is not as powerful as it should be because of weak leadership.

_____ Being powerful doesn't mean that you can get what you want all the time or even most of the time.

_____ Being powerful has more disadvantages than advantages.

_____ In many situations in the world today, the United States has little or no power because nations only have authority in their own country.

_____ Might is right in today's world.

_____ The United States is not as powerful as it once was.

_____ Add your own conclusion: _____

_____

_____

c 1978 CTIR

PART II

Explain your reasoning behind at least two of your selections.

How can you verify the hypotheses that have just been formulated?

Are the right questions being asked?

c 1978 CTIR

Students expose their value perspectives on a number of issues related to U.S. history.

Title: GOOD NEWS OR BAD NEWS?*

Introduction: The format in this activity is an excellent way to get discussion started. Use the activity as a posttest following the study of a particular unit or event in U.S. history. All you need to do is write out statements (see handout for format to follow) pertaining to the material your class has just covered.

Objectives:

To classify information as "Good News" or "Bad News" based upon students' information and values.

To compare responses of the members of the class.

To recognize different interpretations of the same data.

To recognize the need for using multiple data sources.

Grade Level: 7-12

Time: 45 minutes

Materials: Handout 43, "Statements"

Basic Skills Emphasized:

1. Forced-choice decision making.
2. Values clarification.
3. Categorization of data.
4. Discussion and debate.
5. Distinguishing between fact and opinion.

Procedure:

Step 1. Have students draw a line down the center of a blank sheet of paper, then label one side "Good News" and the other side "Bad News." Distribute one copy of the handout to each student.

*Adapted from an idea by George G. Otero, Center for Teaching International Relations.

Step 2. Explain to students that the task is to decide statements which to them are "Good News" or "Bad News." Have them record the number of the statements in the appropriate column on their sheet of paper.

Discussion:

1. Tally the answers to the statements on the chalkboard.

2. Allow time for students to explain their responses and decisions.

3. Ask if any students have changed their minds in any way about their initial responses as a result of the discussion.

   Note: This is a difficult task, because it involves openness and resistance to changing one's mind just for argument's sake. Hence, the activity is a good way to check out the openness of your class. Is the atmosphere comfortable, so that people who modify their positions are not put down by others? Do your students think it is more important to stick to a position regardless of new information they're exposed to? Obviously, this will vary from student to student.

4. Hold a class discussion on: IT IS OKAY TO CHANGE YOUR MIND. Allow students to come to their own conclusions. Try to act as facilitator, and not as judge. Avoid expressing your personal values, feelings, and reactions so that you do not influence the students.

Handout 43

STATEMENTS

1. It is the year 1863. The South has won the Battle of Gettysburg. It appears that this is a turning point in the Civil War and the South will eventually win the war.

2. Allan Bakke could win his point of view in the upcoming Supreme Court case. There is a good chance that the decision will reverse Brown vs. the Board of Education, Topeka, Kansas (1954).

3. In most cases, courts decide that property must be sold or surrendered to local, state, and the national government when there is a question of whether or not a highway should be built and it cuts across a citizen's property. These decisions are usually upheld regardless of the owner's objection.

4. The National Rifle Association has one of the most powerful lobbies in Washington.

5. There is a tendency for most local and state governments to reduce the crime of possessing marijuana from a felony to a misdemeanor.

6. One state legislator has proposed that, while we lessen penalties for marijuana possession, we should increase strictness of consumption and possession of alcohol at the same time. The legislators state that alcohol is a much "harder," more addictive drug than marijuana.

7. It is the summer of 1945. President Truman has just made a final decision to not use the atomic bomb in the war with Japan.

8. The split between the USSR and the Peoples' Republic of China is getting wider.

9. The ERA (Equal Rights Amendment) will probably fail to get ratified by enough of the state legislatures and, thus, it will not become a constitutional amendment.

10. It is 1933. Adolf Hitler fails to rise to power in Germany.

Add statements of your own and suggest them to the teacher and the rest of the class.

11.

12.

13.

14.

15.

c 1978 CTIR

This values clarification activity has students distinguish between elements that should provoke the United States to violence and elements that should not.

Title: WHAT WOULD PROVOKE YOU TO VIOLENCE?

Introduction: Throughout U.S. history, wars have been fought for a variety of reasons--acquire territory; settle arguments about slavery; "make the world safe for democracy"; economic reasons; help allies; etc. In the late 1960s and early 1970s, pacifism--the belief that all wars are wrong no matter what the cause--came to the forefront with Vietnam. In fact, pacifist tendencies among Americans have been in evidence throughout U.S. history. This activity provides a format for students to clarify their values about what situations they feel would warrant violent action.

Objectives:

To rank order a list of "causes" for which students would be willing to commit violence.

To compare and discuss reasons why students would or would not resort to violence in the situations listed.

Grade Level: 7-12

Time: One hour (estimated)

Materials: Handout 44, "What's Worth Fighting for?"

Basic Skills Emphasized:

1. Values clarification
2. Decision making

Procedure:

Step 1. Distribute a copy of handout 44 to each student.

Step 2. Ask students individually to think about causes which they feel would be worth fighting for if they are the President of the United States. Then, for the situations listed on the handout, ask them to rank order the most important causes down to least important on a scale of ten to one. Ten = most important, one = least important.

Step 3. Repeat step 2 for the entire class, using majority opinion to determine the rank ordering.

Debriefing:

1. What causes were accepted as worth fighting for among the class generally? Why?

2. Is violent conflict ever justifiable?

3. How did personal rankings differ from class rankings?

Handout 44

WHAT'S WORTH FIGHTING FOR?

On a scale of 10 to 1 (10 = most important cause, 1 = least important), rank order the following items:

_____to defend the United States against invasion on its own territory.

_____to defend a close ally against an invasion from the USSR.

_____to deliver a preemptive attack against the USSR.

_____to deliver a preemptive attack against the Peoples' Republic of China.

_____to acquire oil from Arab countries if they refuse to sell us any.

_____to answer an insult made against our government by another government.

_____to occupy territory on other planets for new frontiers and new sources or natural resources.

_____to punish a nation which shot down a U.S. passenger plane which accidently violated that nation's air space.

_____to punish a nation for kidnapping the U.S. President.

_____to punish a nation for sinking a U.S. passenger ship in international waters.

c 1978 CTIR

A fable is used to draw an analogy of the position the United States holds among nations in the world.

Title: GENTLEMEN OF THE JUNGLE*

Introduction: Using fables to draw analogies can be a powerful teaching tool. The concept explored in the fable is power and its appropriate use. There are many possibilities for using this activity. The activity could be integrated as a stimulator for discussion with materials that deal with the following U.S. history topics: America becoming a world power at the turn of the century after the Spanish American War of 1898; "Walk softly, but carry a big stick" diplomacy; "Good Neighbor" policy with Latin America developed during the FDR years; foreign policy following the Spanish-American War; the implications of becoming "the" world power after World War II. What responsibilities did we take on as we became one of the world's leading powers after the rather "easy" war victory in 1898? How did subsequent decisions and activities by the United States indicate our response to the challenge of becoming a world power? You can, perhaps, think of even better ways of integrating it into what you are teaching.

Objectives:

To read a fable and draw conclusions about the United States as a power among nations.

To interpret the plot and characters in the fable.

Grade Level: 4-12

Time: 40 minutes

Materials: Handout 45 for every student

*Unknown source.

Procedure:

A. Grades 4-6. Depending upon your diagnosis of students' reading abilities, read the fable, "Gentlement of the Jungle," to the class.

B. Grades 7-12. Distribute copies of the fable to students to read.

Debriefing (Elementary Level):

1. Go over vocabulary that students need help with.

2. What do you think the moral of the story means: MUCH SILENCE HAS A MIGHTY NOISE.

3. Who do students see as the "good guys" and the "bad guys" in the story?

4. What, if anything, does the story mean to students?

Debriefing (Secondary):

1. Who might the characters in the fable be in real life? What nations might they represent?

2. What is the importance of the Commission of Inquiry?

3. Explain the following statements (refer back to the context of the statements in the story):

   ... no one from his side was well enough educated to understand the intricacy of jungle law.

   ... you can fool people for a time, but not forever.

   ... the members of the Commission were all men of repute for their impartiality in justice, and as they were gentlemen chosen by God to look after the interests of races less adequately endowed with teeth and jaws, he might rest assured that they would investigate the matter with the greatest care and report impartiality.

4. What messages about the use and abuse of power did students pick up from the fable?

5. Can students retell the theme of this story, using an actual historical example?

6. How do students think this fable fits in with what they are currently studying in U.S. history or social studies?

GENTLEMEN OF THE JUNGLE

Once upon a time an elephant made a friendship with a man. One day a heavy thunderstorm broke out, the elephant went to his friend, who had a little hut at the edge of the forest, and said to him: "My dear good man, will you please let me put my trunk inside your hut to keep it out of this torrential rain?" The man, seeing what situation his friend was in, replied: "My dear good elephant, my hut is very small, but there is room for your trunk and myself. Please put your trunk in gently." The elephant thanked his friend saying: "You have done me a good deed and one day I shall return your kindness." But what followed? As soon as the elephant put his trunk inside the hut, slowly he pushed his head inside, and finally flung the man out in the rain, and then lay comfortably inside his friend's hut, saying: "My dear good friend, your skin is harder than mine, and as there is not enough room for both of us, you can afford to remain in the rain while I am protecting my delicate skin from the hailstorm."

The man, seeing what his friend had done to him, started to grumble; the animals in the nearby forest heard the noise and came to see what was the matter. All stood around listening to the heated argument between the man and his friend the elephant. In this turmoil the lion came along roaring, and said in a loud voice: "Don't you all know that I am the King of the Jungle? How dare anyone disturb the peace of my kingdom!" On hearing this the elephant, who was one of the high ministers in the jungle kingdom, replied in a soothing voice, and said: "My Lord, there is no disturbance of the peace in your kingdom. I have only been having a little discussion with my friend here as to the possession of this little hut which your lordship sees me occupying." The lion, who wanted to have "peace and tranquility" in his kingdom, replied in a noble voice saying: "I command my ministers to appoint a Commission of Inquiry to go thoroughly into this matter and report accordingly." He then turned to the man and said: "You have done well by establishing friendship with my people, especially with the elephant, who is one of my honorable ministers of state. Do not grumble any more, your hut is not lost to you. Wait until the sitting of my Imperial Commission, and there you will be given plenty of opportunity to state your case. I am sure that you will be pleased with the findings of the Commission." The

c 1978 CTIR

man was very pleased by these sweet words from the King of the Jungle, and innocently waited for his opportunity, in the belief that naturally the hut would be returned to him.

The elephant, obeying the command of his master, got busy with other ministers to appoint the Commission of Inquiry. The following elders of the jungle were appointed to sit in the Commission: (1) Mr. Rhinoceros; (2) Mr. Buffalo; (3) Mr. Alligator; (4) The Rt. Hon. Mr. Fox to act as chairman; and (5) Mr. Leopard to act as Secretary to the commission. On seeing the personnel, the man protested and asked if it was not necessary to include in this Commission a member from his side. But he was told that it was impossible, since no one from his side was well enough educated to understand the intricacy of jungle law. Further, that there was nothing to fear, for the members of the Commission were all men of repute for their impartiality in justice, and as they were gentlemen chosen by God to look after the interests of races less adequately endowed with teeth and claws, he might rest assured that they would investigate the matter with the greatest care and report impartiality.

The Commission sat to take the evidence. The Rt. Hon. Mr. Elephant was first called. He came along with a superior air, brushing his tusks with a sapling which Mrs. Elephant had provided, and in an authoritative voice said: "Gentlemen of the Jungle, there is no need for me to waste your valuable time in relating a story which I am sure you all know. I have always regarded it as my duty to protect the interests of my friends, and this appears to have caused the misunderstanding between myself and my friend here. He invited me to save his hut from being blown away by a hurricane. As the hurricane had gained access owing to the unoccupied space in the hut, I considered it necessary in my friend's own interests, to turn the undeveloped space to a more economic use by sitting in it myself; a duty which any of you would undoubtedly have performed with equal readiness in similar circumstances."

After hearing the Rt. Hon. Mr. Elephant's conclusive evidence, the Commission called Mr. Hyena and other elders of the jungle, who all supported what Mr. Elephant had said. They then called the man, who began to give his own account of the dispute. But the Commission cut him short saying: "My good man, please confine yourself to relevant issues. We have already heard the circumstances from various unbiased sources; all we wish you to tell us is whether the undeveloped space in your hut was occupied by anyone else before Mr. Elephant assumed

c 1978 CTIR

his position?" The man began to say: "No, but---" But, at this point, the Commission declared that they had heard sufficient evidence from both sides and retired to consider their decision. After enjoying a delicious meal at the expense of the Rt. Hon. Mr. Elephant, they reached their verdict, called the man, and declared as follows: "In our opinion this dispute has arisen through a regretable misunderstanding due to the backwardness of your ideas. We consider that Mr. Elephant has fulfilled his sacred duty of protecting your interests. As it is clearly for your good that the space should be put to its most economic use, and as you yourself have not yet reached the stage of expansion which would enable you to fill it, we consider it necessary to arrange a compromise to suit both parties. Mr. Elephant shall continue his occupation of your hut, but we give you permission to look for a site where you can build another hut more suited to your needs, and we will see that you are well protected."

The man, having no alternative, and fearing that his refusal might expose him to the teeth and claws of members of the Commission, did as they suggested. But no sooner had he built another hut than Mr. Rhinoceros charged in with his horn lowered and ordered the man to quit. A Royal Commission was again appointed to look into the matter, and the same finding was given. This procedure was repeated until Mr. Buffalo, Mr. Leopard, Mr. Hyena and the rest were all accommodated with new huts. Then the man decided that he must adopt an effective method of protection, since Commissions of Inquiry did not seem to be of any use to him. He sat down and said: "Ng' enda thi ndagaga motegi," which literally means "there is nothing that treads on the earth that cannot be trapped," or in other words, you can fool people for a time, but not forever.

Early one morning, when the huts already occupied by the jungle lords were all beginning to decay and fall to pieces, he went out and built a bigger and better hut a little distance away. No sooner had Mr. Rhinoceros seen it than he came rushing in, only to find that Mr. Elephant was already inside, sound asleep. Mr. Leopard next came in at the window, Mr. Lion, Mr. Fox, and Mr. Buffalo entered the doors, while Mr. Hyena howled for a place in the shade and Mr. Alligator basked on the roof. Presently they all began disputing about their rights of penetration, and from disputing they came to fighting, and while they were all embroiled together, the man set the hut on fire and burnt it to the ground, jungle lords and all. Then he went home saying: "Peace is costly, but it's worth the expense," and lived happily ever after.

MUCH SILENCE HAS A MIGHTY NOISE.

c 1978 CTIR

EVALUATION QUESTIONNAIRE

The Center for Teaching International Relations is interested in receiving your comments regarding these materials. Please fill out this questionnaire and return it to the address below.

1. Which of the activities in Teaching about U.S. History: A Comparative Approach did you find most useful and why?

2. Which of the activities did you find least useful and why?

3. What suggestions do you have for improving this book?

If you have materials on U.S. history that you or your school district have developed and wish us to look over and consider for publication, feel free to send us copies.

Center for Teaching International Relations
Graduate School of International Studies
University of Denver
Denver, Colorado 80208